

DOCUMENT RESUME

ED 126 618

EA 008 561

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 TITLE The Reorganization of a Traditionally Structured Junior High School to an Innovative Grade Level House Plan Concept.
 PUB DATE 14 May 76
 NOTE 131p.; Practicum Report submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University; Some appendices may not reproduce clearly due to marginal legibility of original document
 EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.
 DESCRIPTORS Change Strategies; Educational Innovation; Experimental Programs; *House Plan; *Junior High Schools; *Organizational Change; *Program Descriptions; Program Evaluation; *School Organization; Secondary Education

ABSTRACT

This practicum report describes a year-long effort to reorganize a large urban junior high school according to the "house plan" concept, in which the school is organized administratively and geographically by grade level, rather than by academic department. The reorganization plan involved five major changes, including relocation of departments and classrooms in the building by grade level, reorganization and reassignment of staff by grade level, relocation and reorganization of support services, continued curriculum revision and innovation, and a major adjustment in the school day. The reorganization plan was implemented at the beginning of the 1975-76 school year and evaluated both internally and externally throughout the year. After a study of evaluation results by the faculty and staff, it was unanimously decided to continue the "house plan" for 1976-77. The appendix contains detailed evaluation data that reports the attitudes of school staff members, students, parents, and members of an external evaluation team toward the reorganization plan. (Author/JG)

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AUG 23 1976

THE REORGANIZATION OF A TRADITIONALLY
STRUCTURED JUNIOR HIGH SCHOOL
TO AN INNOVATIVE GRADE LEVEL
HOUSE PLAN CONCEPT

by Roger E. Seick, Jr.

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

Denver Cluster

Dr. Harold Stetzler, Coordinator

Maxi II Report

May 14, 1976

EA 008 561

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ABSTRACT

The purpose of this practicum was to reorganize a large traditionally structured junior high school to better meet the needs and characteristics of its student body. It was anticipated that changes in administrative staffing, relocation of teaching areas, and support services by grade level would more adequately meet student needs. It was further expected that some changes in curricula were necessary and that these changes would lend themselves to the innovations planned.

The innovations in curricula and reorganization of the school to the "house plan" concept was implemented in September of the 1975-76 school year and was evaluated both internally and externally throughout the year. Evaluation results were clear and positive in nature and indicated that most objectives were satisfactorily met; however, some minor changes in the plan were suggested. At the conclusion of a study of evaluation results by the faculty and staff, it was unanimously decided to continue the grade level house plan for the 1976-77 school year.

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INTRODUCTION

Kunsmiller Junior High School is a large facility built in southwest Denver in 1957 to accommodate 1200 students in grades 7 - 9. A few years after the building was opened, additional classrooms were constructed to increase student classroom space to a rated capacity of 1800 student. However, concomitant alterations were not made to vital support facilities including lunchroom, gymnasiums, dressing and shower facilities, auditorium, offices, health clinic, halls, and stairways. With a dramatic increase in student population in 1962, based on the rated capacity of 1800, it had become necessary to operate the building on either double or extended sessions. At present, enrollment is 1350 which does represent a substantial decrease in student population over the past five years. While this figure does represent a more realistic enrollment in terms of what the building can satisfactorily accommodate, it was still considered by the staff to be excessive, due, in part, to the age level involved and also due to elements of student unrest and distrust which began in 1969 following court ordered integration. At present, the school enrollment reflects an ethnic and racial composition of twenty-one percent Black,

twenty percent Hispano and fifty-nine percent Anglo. In order to comply with the court order it became necessary to require Black students to be transported by bus from a predominately Black northeast Denver community to a predominately White community in southwest Denver. The distance between the two communities is approximately fifteen to eighteen miles and requires a thirty to forty minute bus ride each way. As a result of extended day scheduling, ninth grade students for the past several years have started their school day at 7:15 A.M., requiring students transported by bus to board buses in northeast Denver at approximately 6:30 A.M. Ninth grade children had not been included in the school lunch program due to inadequate cafeteria facilities and were dismissed from school at 12:30 P.M. This scheduling approach was unpopular with both southwest and northeast Denver communities because of the resulting free time that ninth grade students had in the afternoons. Seventh and eighth grade students were on a more traditional school day and did eat lunch in the school cafeteria.

Since 1969, due primarily to court mandates for integration, Kunsmiller has had seventeen different contributing elementary schools, most of which have enrollments ranging from 250 to 450 students; therefore, incoming seventh grade children were

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faced with a difficult adjustment to the large, over-crowded building. Most elementary schools operate on a unit or modified platoon system which requires little movement within a building and emphasizes dependence on close, small group relationships and provides the guidance and security of the homeroom concept. At Kunsmiller, an incoming seventh grade student was faced with a new range of problems and adjustments: new curriculum, new teachers (as many as seven different individuals), different teaching techniques, movement each period from class to class on four separate floors, and assimilation into a large, unfamiliar, often unfriendly student body. For many youngsters, this adjustment was difficult and often traumatic.

For several years Kunsmiller had experienced many unfortunate racial confrontations resulting in distrust and polarization of students and communities. Many students were uncomfortable and unhappy as a result of some incidents of abusive treatment by peers, fear, and lack of understanding. Many various efforts had been made since 1969 to improve student acceptance and to provide satisfactory learning experiences; however, there remained a great deal of tension and frustration.

The staffing organization of Denver secondary schools

includes a principal and three assistant principals for each building. Each assistant principal is assigned different areas of responsibility. This division of administrative duties seems to have resulted in an inequitable distribution of responsibilities and work load, and, therefore, caused an inadequate balance of administrator-teacher-student contact. Communication among administrative staff within the building had become increasingly difficult and the team-working relationships had deteriorated, due to the extremely diverse tasks.

The unhappy and somewhat unproductive environment which prevailed within the building encouraged the selection of a practicum project which was to include a major reorganization plan. Staff responsibilities, department and classroom relocation, location of support service facilities and curriculum revisions were included in the project. Such a concept, while new to the Denver Public Schools, has been used in other districts throughout the country and often has been referred to as the "school within a school" or "house plan" concept.

This practicum report will describe a five-point plan of reorganization which was designed to more adequately meet the

needs of the school and community:

1. relocation of departments and classrooms in the building, by grade level
2. Staff reorganization and reassignment by grade level
3. relocation and reorganization of support services
4. continued revision and innovation in curriculum
5. major adjustment in school day

The relocation of departments and classrooms in the building, by grade level: The previous school organization plan reflected the older, more traditional concept of sections or floors of the building assigned to an academic department, with all students, regardless of grade level, traveling from classroom to classroom, department to department, throughout the entire four floors of the building. The result was excessive cross traffic in overcrowded halls and stairwells, excessive tardiness, horseplay and roughhousing in the halls, and aggravation and harrassment of smaller or younger children by larger, older, and more aggressive students. Attempts at controlling traffic patterns had been ineffective, and congestion often occurred in those areas which were difficult to supervise adequately. In the grade level house plan, most academic classes have been assigned by grade level to a separate floor or wing

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of the building. Some special activities and elective courses have necessarily remained as located previously, but proper scheduling and assignment of traffic flow through hallways and stairwells has minimized the amount of movement and integration of grade levels. This approach has provided better individual student identification. It has improved hall supervision and student-teacher rapport, and it has helped to create an over-all feeling of unity and group belonging.

Staff reorganization and reassignment by grade level: In the house plan, these areas of responsibility were changed as follows: each assistant principal has become responsible for a grade level and all administrative and supervisory tasks involved with that grade, including discipline, curriculum, scheduling, and support services. The principal has remained responsible and accountable for the over-all operation of the building, and he continues to coordinate and direct overlapping jurisdictions in all areas of school administration. Close communication and the development of team effort have been substantially improved in this approach. Each assistant principal has become a resource person and advisor in specific specialty areas and continues to represent the school in district wide communication, staff meetings, and inservice

training programs. This reorganization approach has provided for a more varied and inclusive work load with responsibility in all phases of school management. A broader range of skills and experiences has assured more well-rounded professional growth and provides, for the individual administrator, a more varied opportunity for involvement with tasks that tend to be constructive and rewarding, as well as those which tended, in the past, to be more unpleasant in nature and scope. This plan also included the relocation of administrative office facilities so that they would be more closely associated with the grade level assignment.

Relocation and reorganization of support services: In the past, the building organization utilized one counseling center staffed by all three grade level counselors. This center was often overcrowded, noisy, and difficult to manage. Students of all three grades used this facility, and some students who needed assistance from counselors tended to avoid the center because of the crowded conditions and lack of privacy. Another heavily used support office was designed for discipline referrals and was called the Referral Center. This office was staffed by three student advisors who worked with those students who were referred by teachers for discipline problems at all grade levels. This office, like the counseling office, was utilized by all students, and often it too was seriously overcrowded and

replaced many of the more traditional, often unpopular lecture-type classes required in the past. It was anticipated that reorganizing the building as described would encourage closer teacher-student relationships and improve staff morale as student attitude, adjustment and behavior improved. It was further assumed that as teachers and staff became less concerned with problems of supervision, security, and unacceptable student behavior, more time and effort could be devoted to improvement in instruction and teaching skills.

Change in school day: It was recommended that the school return to a single schedule, traditional school day. The predicted enrollment would allow, through proper scheduling by grade level, for all students to eat lunch at school. Ninth grade students would start their day with seventh and eighth graders; all students would remain in school and off the streets through a regular school day. It was anticipated that this would appeal greatly to parents of both communities. This schedule has provided improved opportunities for extra-curricular and after-school programs and for activities that previously were either impossible or undesirable due to the extended school day and early dismissal of some students.

The staff and faculty had recognized for some time the need for a change in the mode of organization and operation

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of Kunsmiller Junior High School. Years of frustration and disappointment over attempts to improve the school environment had resulted in a readiness and willingness to study new approaches for solving recognized problems.

This house plan concept was discussed with the principal and members of the administrative team throughout the spring of the 1975 school year. It was agreed that while it demanded major adjustments on the part of each administrator and staff member, the potential rewards appeared to outweigh any inconvenience resulting from such major changes.

In order to implement the proposed reorganization plan in September of 1975, a fairly precise planning schedule and time line was developed. This schedule began with the earliest phases of planning on about February 15, 1975, continued throughout the spring and summer, and concluded with the actual implementation of the plan on September 1, 1975.

The general areas of planning and development included such activities as:

- presentation of the concept to faculty and staff
- study committees assigned
- formal proposal written and presented to district administrators

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- development of sample schedules for study
- presentation of plan to parents, students, and community
- final approval for implementation of plan
- development of evaluation design and evaluation team assignments
- building master schedule
- scheduling of students by computer
- reorganization and renovation of the school building
- inservice training sessions for faculty and staff
- implementation of plan with opening of school

Specific objectives of the reorganization and development of evaluation program:

Ten major objectives were identified by the faculty and staff. They were:

1. a reduction in tension, student unrest and distrust
2. a reduction in the number and severity of hall and stairwell problems, an improved traffic flow, and elimination of overcrowding in these areas
3. an improvement in consistency and effectiveness in dealing with discipline and counseling referrals
4. an improved attitude of teachers and students regarding use of special services including counseling and advisors' offices, social worker and nurse

5. improved curriculum offerings and instruction techniques
6. improvement in administrative effectiveness
7. improved community attitude and relationships
8. improved lunchroom behavior
9. increased opportunity for and participation in after-school and out-of-school activities
10. improved teacher attitude and morale

This practitioner was assigned, by the principal, the responsibility for planning, coordinating, and executing the evaluation design for the reorganization program.

The evaluation design consists of three major components:

1. two evaluation teams, internal and external, who rated the house plan in terms of measurable objectives, using two instruments; a checklist and rating scale and an interview guide
2. surveys of parents, faculty and staff, and students
3. comparisons of data available from previous school years

The two evaluation teams were selected in September and the actual evaluation began in October. A nine member external evaluation team made three visitations to the school, with the first visitation in October, the second in January, and the final

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visit in March. The internal evaluation team was composed of department chairpersons. This team developed an evaluation instrument which was used twice during the school year, once in the late fall and the second in early spring. The final analysis and interpretation of data gathered was conducted under the supervision of the Denver Public Schools Department of Research and Evaluation to assure unbiased, professional reporting to the school and district staff. This procedure was requested by the district administration due to the potential impact of the results for the Denver Public Schools.

The results of the evaluation were judged very positive and suggested that the plan, in relationship to the objectives, was highly successful. Specific recommendations were made to the school staff in areas where needed changes and refinements were apparent. The plan was judged to be so successful that it would be continued for the 1976-77 school year and staffs of other junior high schools were investigating possible adaptations of the plan for possible use in their buildings.

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CHAPTER I

PLANNING AND IMPLEMENTATION

During the 1974-75 school year it became increasingly apparent that the organizational structure of Kunsmiller Junior High School, its staffing procedures and some phases of its curricula were not satisfactorily meeting the needs and characteristics of its students. There was obvious dissatisfaction displayed by parents, community and faculty. A threatening level of distrust and hostility had developed between student ethnic groups since the implementation of the desegregation plan ordered by the courts began in 1969. While many serious efforts had been made by the school and community to satisfactorily implement the desegregation plan, little success was apparent. It was the opinion of this practitioner that a totally new and vital approach to solving these ever increasing problems might be found through a major reorganization of the school, its staffing procedures, building and facility use, and curricula. The principal concurred with both the level of need and with the conceptual approach to a possible solution. Following many hours of "brainstorming" and research, this writer, in close cooperation with the principal, began to develop the concept of a grade level house plan as a

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starting point for a major reorganization of Kunsmiller Junior High School. It was felt that such a plan would open many doors for problem solving efforts and could, with proper planning, result in many favorable changes in the school which would, in time, more adequately meet the needs of students, faculty, and community.

In February of 1975, it was decided to present a plan of reorganization to the faculty and staff. A list of tentative objectives was developed with the cooperative effort of a faculty committee assigned to study the concept. There was general agreement that a pressing need for solving existing problems was obvious. The exact approach for problem solving, however, was obviously a debatable issue following early discussions by the faculty and staff. It soon became apparent that major changes in the school organization brought about by the proposed plan were subject to some criticism, skepticism and genuine concern on the part of many faculty members. Change, especially of this magnitude, would not be easily accepted nor very popular with many members of this faculty.

Following several weeks of discussion, study, and review of committee reports, the faculty voted to give preliminary

approval to further development of the concept. The faculty requested a more complete master plan, including sample grade level schedules showing how such a change would affect individual teacher's assignments. Other concerns included communication, competition between grade levels, teacher movement from grade level to grade level, and supervision.

Efforts were made to answer these and other concerns throughout these early planning stages. A schedule of steps necessary for implementation was developed and presented to the faculty. The following time guideline was suggested and closely followed:

February 15th - March 10th - Initial presentation of the plan to the faculty. Committees were assigned to investigate implications of the reorganization. Recommendations were made regarding philosophy, objectives, evaluation, and implementation. From these recommendations a proposal was written and presented to the appropriate district administrators for their consideration and subsequent approval.

March 10th - 30th - Final faculty, student, and parent group discussions were scheduled to study the proposal to date.

Plans for office and department relocation were presented by committee report to district personnel and funds necessary for building renovation were requested.

April 1st - 30th - Curriculum revisions were completed and student course selections were made. Grade level schedules were built for faculty consideration. A committee was assigned the important task of developing a formative evaluation design to monitor the preliminary reorganization phases. At a later date, this committee would establish criteria for summative evaluation of proposed objectives.

May 1st - 30th - Students were scheduled by computer and student schedule conflicts were resolved. Students and parents were informed of the reorganization plan and orientation programs were designed to prepare both returning and incoming students. Continued meetings with faculty and parent groups were held to share updated information and to evaluate progress.

June 1st - August 31st - Necessary building renovations were completed. Inservice training sessions for faculty

and staff were held. Orientation programs for students and parents were scheduled. The evaluation design was finalized.

September 1st - Implementation of reorganization commenced with the opening of the fall term.

Approval for the reorganization plan by district officials was received in late March and necessary funds were allocated. Tentative teachers schedules were developed by mid May and students completed course selections by May 30th. Preliminary objectives were developed during this period and an evaluation committee established criteria for measuring success. Orientation programs were held for students during late summer and several meetings for teachers and parents were held to discuss progress to date. Necessary remodeling and building renovations were completed late in August. The plan was implemented on schedule with the opening of the school in September.

CHAPTER II

REORGANIZATION AND RELOCATION OF TEACHING AREAS

A major concern of the faculty and staff was to find a way to improve conditions in overcrowded halls and stairwells during passing periods. Horseplay among students, running, and tardiness had become serious problems under the traditional school organizational plan. Students found it necessary to move about the four floor building often being required, depending on classroom assignments, to climb three flights of stairs in the five minute passing period. Most students were required to make this trip several times during the school day.

In the grade level house plan most of the required subjects were assigned to a specific floor or wing of the building; therefore, students traveled from the grade level floor only for special elective courses. Because of the nature and physical requirements of some special subject areas such as science, fine arts, home economics, industrial arts, and physical education, these classrooms remained in their original locations.

A survey was made of the number of floor changes a student

was required to make under the traditional organization of the building. It was found, as expected, that most students were required, again depending on scheduling, to move from floor to floor at least seventy-five percent of their daily schedule with many traveling the maximum distance several times each day. In the grade level assignment plan, students were required to move less often. If traveling the maximum distance was necessary, it was usually limited to once or twice during the school day. The percent of the students' day spent on their grade level floor did vary considerably between grade levels. The seventh grade was scheduled with fifty-six percent of their classes on the grade level floor. The eighth grade was scheduled with sixty-four percent of their classes on their floor while the ninth grade schedule allowed for eighty percent of their classes on their grade level floor.

It was the opinion of the planning committee that their purpose would best be met by assigning the ninth grade students to the wing of the building that would require the least movement during the students' schedule.

A plat of the building showing room assignments by department is included in the appendix. (See appendix A). The subject area

assigned to each room in the traditional plan is shown. The same plat indicates the assignment of rooms in the house plan organization.

Members of the teaching staff, wherever possible, were given an opportunity to select the grade level which they preferred to teach. While this was not possible in special subject areas such as physical education, art, home economics, etc., most academic area teachers such as English, social studies, and mathematics were assigned a full teaching schedule in one grade level which made it possible for them to remain on their "home floor." This was considered advantageous for two reasons. First, it provided for a feeling of closeness and rapport within the grade level, which was helpful to both teachers and students. Second, the full schedule by grade level allowed the teacher to remain in one room throughout the day.

It was necessary for some teachers to divide their teaching schedule between two grade levels, but this was kept to a minimum.

While it was recognized that the assignment of classrooms in the grade level house plan did not decrease the number of students

who would pass from room to room, it did substantially decrease the distance required in most moves by students. It also kept to a more reasonable number the students from other grade levels who were scheduled on a grade level floor. For example, only five classrooms in the seventh grade wing were used by eighth or ninth grade students.

With the assignment of grade levels to a floor or wing of the building, a "home floor" or house concept was developed. With only a few exceptions, all students were assigned to their grade level house for the first period class of each day. This became the administrative period or "home room." School attendance was taken during this period, announcements were made, and lockers were assigned. This first period home room plan allowed each day to begin with students gathering and socializing prior to their first class with students of their own grade. Each grade level named their halls and gathering areas and soon developed a pride and sense of belonging on their home floor. Since each grade level also had administrative and counseling offices on their home floor, all matters of business could be conveniently conducted in their grade level areas.

CHAPTER III

REORGANIZATION AND RELOCATION OF SUPPORT SERVICES

In the traditional organizational structure the two most often used and overcrowded support services were the discipline referral center and the counseling office. The referral center was staffed by three student advisors who were assigned the task of dealing with students sent from the classroom for various infractions of school or classroom rules of behavior. There was no separation by grade level or by sex and each advisor worked with students as they came to the center in the order they were referred. The only exceptions to this general rule were crisis situations that demanded more immediate attention. This method often resulted in a long wait by some students.

The student advisors worked under the supervision of the assistant principal for administrative services, whose office was included in the central office complex some distance from the referral center. This administrator was responsible for the disposition of all discipline problems within the building, but generally he dealt individually with only the more severe cases.

Student advisors did not have administrative status but were teachers on special assignment and were not permitted to suspend students from school. Disposition of suspension cases was handled by the assistant principal.

The average number of students referred for disciplinary action to the referral center ranged from sixty-five to eighty each day. This number included a wide range of infractions in terms of severity. Resulting actions taken by the advisors were inconsistent. The referral center was a converted classroom divided into three offices and a waiting room. During the day the center was overcrowded and difficult to manage. This situation often resulted in unfavorable conditions for both students and advisors. In many of the more serious cases parents were required to attend conferences with advisors to aid in planning some program of correction of the undesirable behavior. This was generally mandatory for students on suspension. The necessity for meeting with parents in the already overcrowded, somewhat chaotic, referral center only added to the confusion and burden faced by the center staff.

With the reorganization to the grade level house plan it was recommended that this support facility be divided into three

grade level advisors' offices, each staffed by a full time student advisor. Each grade level "house" had its own facility which was a part of the grade level office complex. These grade level facilities included office space for the student advisor, the counselor and the administrator. These combined grade level offices were made possible by remodeling existing office space and a classroom. (See room plat on appendix A).

This grade level team approach including advisor, counselor and administrator working in one common office complex provided for many improvements in meeting needs of students. These offices were less crowded than before since only about one third of the student body used the facility. Students were given needed attention more quickly in most cases and there was an improved level of consistency in dealing with discipline and counseling problems since the same staff members assisted students with their problems as opposed to the previous system in which a student might come into contact with a different staff member each time the need arose.

This organizational structure provided for a valuable team effort in working with students' problems through improved communication between members of the team, teachers, parents,

students, and other support staff including psychologist, social worker, and nurse. A weekly grade level staff meeting was scheduled to share information regarding special cases and to plan courses of action necessary for meeting needs of students. These meetings were held more often when necessary and often were held daily. This was made possible by the close proximity of the staff in the grade level complex.

CHAPTER IV
STAFF REORGANIZATION AND REASSIGNMENT

The administrative staffing of the Denver secondary schools has for several years included a principal and three assistant principals. Each assistant principal was assigned a specific area of responsibility generally classified as pupil services, instructional services, and administrative services. The principal designated one staff member to serve as vice-principal, or second in command of the building; i.e., to act in behalf of the principal in his absence. The area of responsibility titled administrative assistant principal included: 1) school discipline, 2) school security, 3) transportation (busing needs and problems), and 4) supervision assignments. While there were other tasks performed by the administrative assistant principal, these were the four major areas of responsibility.

This division of administrative duties, while perhaps sound in theory, seemed to have resulted in an inequitable distribution of responsibilities and work load and resulted in an inadequate balance of administrator-teacher-student contact. This practitioner, as administrator responsible for discipline, was required to devote as much as ninety percent

of his time in working with a relatively few emotionally-disturbed, unhappy, and uncooperative students who were unable to function satisfactorily within the school environment. Most administrator-teacher contacts in this area of responsibility became involved with discipline-oriented problems and allowed little opportunity to develop more positive working relationships. The assistant principal for pupil services, in contrast, worked with fewer children and with a wider range of students in a more positive oriented structure and had little to do with the more negative aspect of discipline and supervision problems. This situation also resulted in limited administrator-teacher contact, since most of this task was accomplished by the counseling staff under the direct supervision of the pupil services administrator.

The assistant principal for instruction had almost no student contact, was not involved in discipline and supervision problems, and devoted most of the work day to matters of budget, instructional materials, requisitions, and some teacher supervision. It was the opinion of this practitioner that this division of responsibilities and job-related tasks had resulted in an unfavorable and limited background of experiences which was not in the best

interest of the individual's professional growth nor in the impact it has had on the total administration of duties within the building. Communication among administrative staff had become increasingly difficult and the team-working relationships had deteriorated, due to the extremely diverse tasks.

In the grade level house plan, each assistant principal is responsible for a grade level and for all administrative and supervisory tasks involved with that grade including discipline, curriculum, scheduling, and support services. This approach has resulted, as planned, in a more varied and inclusive work load with responsibilities in all phases of school management. This broader range of skill demands and experiences tends to provide for each individual administrator, a more varied opportunity for involvement with tasks and activities which tend to be constructive and rewarding, as well as those which tend to be more unpleasant in nature and scope.

Each administrator has become an integral part of the grade level team and is responsible for the leadership and direction of the staff which includes advisor, counselor and clerk. The reorganization and reassignment of duties for student advisors and counselors was described in Chapter III.

In the previous organizational structure of the building, the clerical office staff included a secretary, a records clerk, an attendance clerk, a treasurer, and a clerk-at-large. All of the clerical staff members were housed in the central administrative office.

In the grade level house plan each grade was assigned a clerk whose responsibilities included attendance, records, correspondence and other clerical duties necessary for that grade level. This division of responsibility provided for improved consistency and a closer working relationship with students, staff and parents which had not been possible in the traditional approach. The secretary and treasurer continued with their school-wide responsibilities and their job description remained unchanged in the staff reorganization.

CHAPTER V

REVISIONS AND INNOVATIONS IN CURRICULUM AND SCHEDULING

One of the major concerns facing the staff and faculty of Kunsmiller Junior High School was that much of the traditional curricula and scheduling techniques used during the past few years apparently did not meet needs of students. The reorganization to a grade level house plan seemed to lend itself to encouraging a serious, in-depth study of curriculum. With three grade level administrators involved in the development processes, new interest and momentum seemed to appear which ultimately resulted in a willingness to experiment and to change where change seemed necessary and appropriate. More genuine concern about individual needs and differences became apparent. Grade level faculty committees began making suggestions concerning new trends and techniques in curriculum development which provided impetus for new programs. The enthusiasm of many individual teachers and some departments was encouraging and productive.

Several new approaches to curriculum and scheduling were adopted in the fall of 1975 and continued throughout the school year. Additional changes were made at the semester in January of 1976. Some of the more important of these are described here.

Exploratory Program in Careers

Educators have realized for some time that far too much emphasis has been placed on curricula designed to prepare students for eventual transition to varying levels of higher education while not recognizing the needs and interests of that segment of students who will ultimately choose not to pursue college level work.

The Denver Public Schools has also recognized this fact and is sincerely dedicated to developing new programs designed to meet the needs of a wider range of student talents and interests. Kunsmiller Junior High School has been anxious to explore this approach to curriculum development and has adopted an innovative program aimed at exposure to a career and vocational centered curriculum. This program is entitled Exploratory Program in Careers (EPIC). It is designed to provide students, beginning with the seventh grade, a curriculum of career oriented mini courses touching on many vocational fields. These include:

1. World of Construction
2. Manufacturing and Marketing
3. Transportation
4. Visual Communication

5. Design and Production
6. Health and Community
7. Food Management
8. Merchandising

Each seventh grade student is scheduled one period each day into a three week unit from each of the categories listed above. Students rotate from one area to another throughout the academic year, providing for a relatively limited but concentrated exposure to the basic elements selected from each of these vocational fields.

A unique approach developed with the EPIC Program is the "company" concept which provides each student with an opportunity to understand the basic organization and relationship of vocations and the business world. The basic plan of the EPIC Company is outlined below:

EPIC Company

1. Membership - Every seventh grade student enrolled in the Exploratory Program in Careers is a member of the EPIC Company. As a member of the EPIC Company, each student performs a variety of jobs comparable to jobs in various kinds of manufacturing and business organizations.

2. Clusters - Each of the classes within the EPIC Program is referred to as a cluster. There are three clusters in business - business communications, information processing, and merchandising. In home economics the clusters are food management, design and production and health. In industrial education the clusters are construction, manufacturing, electricity/electronics and transportation and visual communications. In seventh grade every EPIC student spends a period of time in each of the clusters; in this way each seventh grader can know about the classes that are offered for more intense exposure in eighth and ninth grade.
3. Salary - Each member of the EPIC Company earns a paycheck when he is in the producing clusters of the EPIC Company. The paycheck is cashed for script which may be used to buy articles in the EPIC Company store. The amount of the paycheck depends upon the number of hours worked and whether or not there have been any deductions for tardiness or other reasons.
4. Pay Scale - The pay scale is based on the number of hours it takes to produce given articles and what the articles sell for through the company store.

5. Producing Clusters - Workers in clusters which make the saleable items must be careful about how products are made. Products must be made well so that other students will want to buy them when they are for sale in the company store.
6. EPIC Company Store - Only company members can purchase products at the store and products may be purchased only with script that has been given in exchange for paychecks.
7. Deductions from Paycheck - Certain deductions will be made from paychecks just as is done in the working world; that is, federal and state taxes, health insurance and such things will be deducted from the gross amount of the paycheck.
8. Aides and Teacher Assistants - Aides have been hired to assist teachers with the conduct of EPIC classes. Members of the EPIC Company are to regard instructions from the aides in the same manner that they regard instructions from the teacher.

At the conclusion of the seventh grade, students will be allowed to select the areas of career programs of interest to

them for more in-depth experience as eighth graders. At the ninth grade level, students will then be allowed to drop completely from the EPIC program or to continue as they choose in the areas most interesting to them.

This approach to introducing the world of work should provide all junior high school students with a wide and varied exposure to career information and experience before they enter high school.

Alternative "Out of School" Educational Experience

Educational experts have recently begun to suggest that most traditional curriculum programs have failed to adequately recognize that valuable learning experiences can be found outside the school walls. Rarely do schools capitalize on the vast wealth of educational opportunities available in the community and surrounding environment. Accepting this basic premise, and further influenced by the fact that many students at Kunsmiller Junior High School now come from backgrounds which all too frequently have not provided exposure to environments removed from inner-city life, the faculty and staff have attempted to provide opportunities for students to experience learning removed from the school building and the inner-city.

A secondary, but perhaps equally important goal of this program is to provide a highly motivated activity which will provide an incentive for students to become more personally involved as an integrated team or working unit when they return to the traditional classroom.

Each seventh grade science class, under the guidance of the alternative education coordinator working with the classroom teacher, is assigned to the alternative "Out of School" education class for two weeks. During this period of time, the class will plan, develop, and carry out their chosen group activity. It involves from one to three days outside the school building as the culminating activity.

Some of the activities selected by classes include:

1. cross country skiing
2. tours and activities in the Denver Mountain Parks
3. full day tours of the Air Force Academy
4. mountain climbing
5. horse back riding
6. tours of historical sites, ghost towns, etc.
7. back packing trips
8. tours of mines

It is intended that participating groups of students will:

1. Develop closer relationships with teachers and students as a result of the different environment, outside the confines of the classroom, working on a more individualized, personal basis.
2. Learn to develop skills in planning through group interaction, in democratically selecting, and carrying out selected activities.
3. Develop desired levels of responsibility to oneself and to others within the group.
4. Learn to respect property and the rights of others outside the traditional school environment.

During the planning and execution stages of each activity, the curricular areas of mathematics, social studies, science, English, and physical education are included in an interdisciplinary approach. The program provides experiences that will involve young people from different backgrounds in a responsible and constructive activity, with adults, in emphasizing responsibility for planning and carrying out cooperative endeavors.

Students unable to participate for whatever reason (lack of parent support, health, lack of interest, etc.) remain in a science class during the period of the excursion. A student evaluation form and follow-up study is given to each class to assess the value of the activity in relationship to predetermined goals.

Team Teaching

New emphasis has been placed on the values of team teaching efforts in selected areas of curriculum. The faculty has recognized the value and potential of team teaching in meeting the needs of many students, especially in diagnostic and remedial work. This year, teams of specially trained teachers combined efforts in science and mathematics, social studies and English, and remedial reading. Early efforts at evaluation have indicated a high rate of success in intensive team teaching of reading skills to students two or more levels below expected reading ability. The EDL reading package is being used in this program.

The concept of team teaching in two disciplines (subject areas) while not new, is rapidly gaining interest and popularity among some teachers, especially younger members of the faculty. Students have indicated satisfaction with this concept and are anxious to continue with this innovative curricular approach.

Self Contained Classroom Unit

In a continuing effort to meet the needs of students who are unable to function satisfactorily in the more traditional mainstream academic approach of junior high, a group of low achieving seventh grade students was selected for placement in a self contained classroom program taught by one teacher. Most of these students have found adjustment to junior high school difficult and were judged by staff to need the security and reinforcement available from such an organizational plan.

These youngsters are taught their basic academic subjects, English, social studies, mathematics and science in the classroom unit but are mainstreamed for elective courses. Resource teachers assist the classroom teacher when necessary.

Science Curriculum Revisions

Members of the eighth grade science department, with assistance from the grade level administrator, studied the science curriculum as it was being taught and requested that they be allowed to revise the curriculum content to more adequately meet the needs and interests of present eighth grade students.

For many years the eighth grade science curriculum, a required subject, consisted essentially of a full year of physical science, including one semester of energy and one semester of matter. The curriculum content, as it was being taught, did not have much appeal for most students. Consequently, the teachers and students alike were unhappy with the relatively unproductive experience. The science department surveyed students in an effort to learn what science oriented subjects seemed to interest them. From these survey results eight areas of study were developed as mini courses from which a student could choose four, two each semester. Photography and environmental education were also added to the curriculum. One section of the traditional physical science was offered for those students who preferred the more traditional, full year, approach. Students and teachers alike were excited about the new science curriculum and the mini course elective concept and a renewed vitality and interest was apparent in both teaching and learning.

Another major change in the scheduling of students was developed at the eighth grade level. For many years, all scheduling of classes was done for a full year. The student program included five required subjects and two periods of elective courses for most students. In order to accommodate

scheduling flexibility for the school, students were forced into some elective courses they did not choose. For example, a student might elect wood shop in industrial arts for one semester, but was then automatically placed into metal shop for the second semester regardless of interest. This was also true of foods and clothing in home economics and also for art and music. Students were often unhappy with at least one of their "forced" electives and this often led to a full semester of disappointment and frustration. This fact also resulted in a less-than-satisfactory experience for the teachers involved.

The revised scheduling approach necessitated rescheduling the entire eighth grade at the semester which made it possible for students to choose the elective course or courses of their preference. It also made it possible for students who were not having a rewarding experience, for whatever reason, in an academic classroom to experience a change at the semester rather than being forced to remain in that situation for a full year. This scheduling plan, while requiring more effort and time on the part of the school staff, has proven successful.

Other innovations and revisions in curriculum and scheduling were made during the past year. The major point to be made here is that the reorganization to a grade level house plan at Kunsmiller Junior High School did stimulate renewed interest and enthusiasm within the building. The faculty and staff were willing to study more seriously the needs and interests of students and seemed to encourage an interest and willingness to change and to be innovative. It appeared that the building reorganization served as a catalyst for "making things happen" which included a breakthrough in the traditional concept of curriculum and instruction.

CHAPTER VI

PROJECT EVALUATION

It was the purpose of this practicum project to reorganize a large junior high school to more adequately meet the needs and characteristics of its student body.

In this chapter the writer will describe the organizational design used to evaluate the effects of the practicum project in relationship to predetermined goals and objectives.

The evaluation design for this project consisted of three major parts:

1. use of internal and external evaluation teams
2. surveys of parents, faculty, staff and students
3. comparative analysis of pertinent data available from the previous school year

Internal and External Evaluation

An in-house committee made up primarily of department chairpersons was appointed in the spring of 1975 to assist with both formative and summative evaluation of the project. The committee monitored the planning stages of the reorganization. Following implementation of the plan in the fall of 1975 the committee developed a survey instrument

for the purpose of summative evaluation. The survey was given to all members of the school staff once in the late fall of 1975 and again in the early spring of 1976. (See staff survey in appendix B, pages 61-64).

It was the intent of the internal evaluation team to assess, through the survey, attitudes and opinions of staff members to the reorganization plan soon after its implementation and again after approximately six months. A summary and comparative analysis of the two surveys is included in the appendix. (See pages 65-75).

An external evaluation team was selected early in September of 1975. The team consisted of nine members including representatives from the central administration, elementary and junior high school principals, assistant principals, counselors and teachers. A survey checklist and interview guide was developed by this practitioner in collaboration with staff from the Department of Development and Evaluation. The external evaluation team was scheduled to make three observation visitations during the school year for purposes of evaluation and comparisons. The instrument used is included as appendix D. (See pages 76-78).

It was unfortunate that attendance by some members of the visiting

evaluation team was inconsistent, ranging from a high of eight to a low of five. The three visitations were held in October, January and March. The team was divided into three sub groups. Each sub group was assigned to observe a different grade level during each of the three visitations thereby assuring that all team members were provided with an opportunity to observe the total program. Each visitation lasted approximately three hours and culminated each time with a wrap-up meeting for purposes of discussion, an informal question and answer period and for completion of the survey instrument. (See appendix E, pages 79-81).

A summary and analysis of the survey results for the three visits are included in the appendix. (See pages 82-100).

Surveys

Two survey instruments used by internal and external evaluation teams have been described. Two additional survey instruments were designed to gather data for evaluation purposes. A survey of students was made in March of 1976 to assess attitudes and opinions about the houseplan reorganization. The survey instrument used was identical to an instrument given to students at the close of the previous school year and thereby provided a valuable analysis of comparative data.

The student survey is included as appendix G (see pages 101-104).

A survey was mailed to a randomly selected group of parents in April of 1976. The instrument was designed to cover several areas of information for school use but included several specific questions regarding the reorganization to the house plan. The survey is included as appendix H (see pages 105-108).

Comparative data

It was anticipated that the reorganization of the building to a grade level house plan would have a measurable effect on such problem areas as:

- number of assaults
- number of discipline referrals
- number of student suspensions
- number of large group disruptions

Records are kept each year for the above items and a comparison with the 1974-75 and 1975-76 school years indicated a noteable improvement in most areas following the reorganization to the house plan.

Ten major objectives were identified when the original reorganization plan was developed. Some of these objectives were modified slightly during the early stages of implementation as more

in depth study began to provide additional information as to the practicality and feasibility of the project.

The following is a list of the ten objectives and their respective evaluative criteria which were used to measure successes and failures of the practicum project.

Objectives

I. A reduction in the amount of tension, student unrest and distrust as measured by:

- a twenty percent decrease in the number of discipline referrals
- a twenty-five percent reduction in the number of student suspensions
- a thirty percent reduction in the number of reported incidents of student mistreatment and intimidation by other students including assaults, extortion, etc.
- a ten percent increase in average daily attendance for all students
- a twenty-five percent reduction in the number of large group disruptions by students

The number of discipline referrals decreased from 6,927 during the 1974-75 school year to 6,178 during the 1975-76 school year. These statistics are a comparison of data for the same period of time for both school years, i.e., from September first through April thirtieth. This decrease of 749 referrals represents a 10.8 percent improvement which falls short of the target goal of twenty percent.

Student suspensions decreased from 898 in 1974-75 to 500 in 1975-76, (September first through April thirtieth), which is a 44.3 percent decrease, 19.3 percent better than expected.

Incidents of assault and extortion decreased from forty-two to ten during this same period of time which is a 76.1 percent decrease, 46.1 percent better than anticipated.

The average daily attendance for the 1975-76 school year, through April thirtieth, improved by 2.5 percent, 7.5 percent poorer than expected.

With the exception of the anticipated ten percent improvement in average daily attendance and the twenty percent reduction in discipline referrals all criteria were met. In both of these two categories there were improvements but not to the degree hoped for.

It is recognized that perhaps the goals were unrealistic and overly ambitious. The remaining criteria were met as anticipated and the percent of improvement was, in most cases, substantially better than anticipated suggesting then that the effort to reduce tension, student unrest and distrust as measured by these criteria was moderately successful.

II. A reduction in the number and severity of hall and stairwell problems through improved traffic flow and elimination of overcrowding as measured by:

- a fifty percent reduction in the number of classes requiring students to move from their grade level floor
- a thirty percent decrease in the number of accidents resulting in injury to students during passing periods
- a twenty-five percent decrease in the number of referrals for disorderly behavior during passing periods
- smooth traffic flow, ease of student movement in critical areas and orderly conduct of pupils as observed by evaluation team members

A study of student schedules from previous school years indicated that a majority of students were required to move from floor to floor (classroom wings) at least seventy-five percent of

their daily schedule with some students traveling the maximum distance several times daily. In the house plan few students were required to travel the maximum distance more than once each day. The target goal of a fifty percent decrease in the number of classes requiring students to move from their grade level floor was not met. However, at least one-third of the student body experienced a fifty percent decrease, one-third of the student body was found to have a higher than expected decrease and the remaining one-third had a less than expected decrease.

During the 1974-75 school year health clinic records indicate that there were thirty-three accidents resulting in injury to students during passing periods. During the 1975-76 school year there were nineteen accidents resulting in injuries to students during passing periods. This was a 42.4 percent decrease compared to a target goal of thirty percent.

During the 1974-75 school year there were 1,140 discipline related problems that occurred during passing periods. During the 1975-76 school year there were 812 incidents of disorderly behavior for which referrals were made. This represents a 23.7 percent decrease as compared to the twenty-five percent target goal.

Responses in the external evaluation surveys to questions concerning orderly conduct of students during passing periods as observed by team members were strongly supportive of the contention that in the house plan there is generally a smooth flow of traffic and ease of movement by students resulting in orderly conduct during passing periods. (See survey results in appendix F, page 97).

III. An improvement in consistency and adequacy in dealing with discipline and counseling referrals as measured by:

- a fifty percent reduction in the number of individuals dealing with an individual student in discipline referrals
- an improved attitude by twenty-five percent of the faculty regarding disposition of discipline referrals
- a thirty percent reduction in the number of students using the discipline referral and counseling facilities

During previous school years a student referred to the student advisors for discipline purposes may have come into contact with any one of five different adults: three full time and one part time student advisors or the assistant principal for administrative services. In the house plan of grade level organization a student

referred for discipline problems could meet with any one of three individuals; a full time student advisor, or during one period each day by a part time advisor, or by the grade level administrator.

This is a reduction from five to three in terms of the number of different adults that might be called upon to work with a student having discipline problems. While this does not quite meet the target goal of a fifty percent reduction it has been a favorable step in the right direction and probably represents the optimum number in terms of practicality.

At the close of the 1974-75 school year a survey of teachers indicated that less than fifty percent of the teaching staff felt that student advisors were consistent in their disposition of discipline problems. Sixty-two percent of the teachers indicated that they had good communications with student advisors. The first survey of staff members given during the fall of 1975 indicated some improvement in these two areas. Seventy percent of respondents thought that the grade level advisors were consistent in their handling of discipline problems; an improvement of from fifty to seventy percent. Slightly over four-fifths (81.6 percent) of the respondents checked that they had good communication with student advisors; an improvement of 19.6 percent. Responses to

the same survey given during the spring of 1976 showed still more improvement. Slightly over 87.0 percent felt they had good communications with advisors. Over 78.0 percent felt advisors were consistent in handling discipline problems.

In the reorganization to a grade level house plan each student advisor and counselor were assigned to approximately one-third of the student body which would represent a decrease in the total number of students who would use these facilities by about two-thirds. Discipline referrals decreased slightly over ten percent which also helped to decrease some of the overcrowding of these facilities. A target goal of thirty percent has been anticipated in the reduction of the number of students using these facilities. This goal was surpassed in terms of total volume.

IV. An improvement in attitude of students regarding use of special services including counseling office, advisors office, social worker and nurse, as measured by:

- a ten percent increase in the number of students voluntarily using these facilities

A survey of students given at the close of the 1974-75 school year attempted to ascertain what percent of students voluntarily

made use of the above special services. (See survey results, appendix G, page 102). Of those students responding:

1974-75

11.1 percent felt they could go to the student advisor for help

30.0 percent felt they could go to the counselor for help

13.3 percent felt they could go to the social worker for help

10.1 percent felt they could go to the nurse for help

1975-76

18.6 percent felt they could go to the student advisor for help; a 7.5 percent improvement, slightly less than anticipated

57.5 percent felt they could go to the counselor for help; a 27.5 percent increase, substantially better than expected

11.9 percent felt they could go to the social worker for help; a decrease from the previous year

18.2 percent felt they could go to the nurse for help; an increase of 8.0 percent, slightly less than expected

V. An improvement in curriculum offerings and in instruction techniques resulting from grade level reorganization as measured by:

- number of new curricular efforts attributable to reorganization
- number of innovative teaching techniques and approaches attributable to reorganization

As described in detail in Chapter V of this paper several new programs and approaches in curriculum and teaching techniques have been developed as a result of the grade level reorganization.

Some of the attitudinal changes on the part of teachers were subtle; however, response to some of the more dramatic changes was very positive and supportive.

Five major innovations in curricula and programs were initiated as a direct result of the reorganization. They are:

1. Exploratory Programs in Careers
2. Alternative Educational Experience
3. team teaching and interdiscipline programs
4. self contained classroom
5. science curricula revisions

All five of the innovations described in Chapter V have been rated by the faculty and staff as successful and all five are to be continued and, in some cases, expanded for the 1976-77 school year.

VI. An improvement in administrative effectiveness as measured by:

- improved communication with teachers and among administrators
- an expanded range of administrative tasks and experiences which more clearly touches upon all phases of school management
- improved utilization and distribution of staff talents and abilities

Chapter IV of this report deals, in depth, with the reorganization and reassignment of tasks and responsibilities of the administrative team members.

For purposes of evaluation, three key criteria were studied to assess success of the staff reorganization plan.

1. improved communication
2. expanded range of tasks and experiences
3. improved utilization of staff talents and abilities

In past years, communication between teachers and administrative staff members was strained at best. Each year a major complaint from teachers had been that administrators were too distant and remote. They (administrators) were criticized for not being accessible to teachers. Few teachers felt that administrators were aware of what teachers were doing in their classrooms. Communication between the four building administrators was ineffective. Relationships were often uncomfortable and certainly unproductive in most cases.

In the reorganization to the house plan, communications had been improved in the following ways.

- Each grade level administrator met monthly with the grade level teaching staff as well as once monthly with the total school staff and once monthly with departmental staffs. This was an increase from one monthly general staff meeting chaired by the principal to three meetings; two of which were chaired by the grade level administrator. These meetings provided a forum for open discussion and an exchange of ideas essential to improved communication.
- Each grade level team, including administrator, counselor, advisor and clerk met weekly, before school, with the principal to share concerns about that grade level and

to bring the principal up to date, weekly, about the business of that grade.

- Once each week the four members of the administrative staff met, again outside of school time, to minimize interruptions, for the purpose of sharing mutual concerns, and dissemination and explanation of information gained from attendance by each member at citywide staff meetings. In previous years a staff meeting of administrators was not a regularly scheduled occurrence and most often when one was called, it was held during the school day which, as a result, suffered much from repeated interruptions.

In a survey of teachers 76.6 percent of the respondents felt that they had good communication with administrators. (See appendix C, page 65).

In a survey of parents ninety-nine percent of respondents indicated that they felt communication had been improved. (See appendix I, page 110).

The checklist and interview guide completed by the external evaluation team indicated that communication among all staff ranged

from positive to very positive. (See appendix F, page 99),

As described in Chapter IV administrative duties of assistant principals in previous years were divided into three major categories; instruction and curriculum, pupil services and administrative. Each assistant principal was assigned responsibilities which included primarily only those tasks that fit one of the above categories. In the house plan reorganization each assistant principal now assumes a much broader range of administrative duties including all three major categories. This distribution of management tasks has improved the background of experiences necessary to the development of competent, professional, educational leaders. Each of the four administrators involved in the reorganization plan have indicated a positive supportive attitude regarding the new responsibilities and are anxious to continue with the plan.

In the organizational approach used in previous school years, administrators complained that their tasks and responsibilities were limited in nature and scope to the one major area assigned to them. In the house plan organization each administrator has an opportunity to use and to develop a broader range of administrative skills and techniques.

VII An improvement in community attitudes and relationships as measured by:

- at least a seventy-five percent favorable response by parents to the change to a single, full-day schedule
- at least a seventy-five percent favorable response by parents regarding improved discipline, less student unrest and disorder
- at least a seventy-five percent favorable response by parents regarding new and improved curricula

In April of 1976 a survey was mailed to a randomly selected group of parents in the communities of Kunsmiller Junior High. (See survey, appendix H, page 105-108).

Of parents who responded to the item regarding change in the school day, only 8.5 percent responded with disapproval. Slightly over thirty-six percent indicated approval. Over fifty percent of the respondents indicated neither approval nor disapproval. This did not meet the target goal of seventy-five percent approval. Slightly better than two of three parent respondents suggested that they thought discipline had been good this year. This was twice the number who thought discipline was good last year. About one-fourth of respondents indicated that curricula had been improved, considerably less than hoped for.

VIII An improvement in lunchroom behavior as measured by:

- a twenty percent decrease in the number of lunchroom discipline problems
- at least eighty percent favorable response by external evaluation team members during observation visitations

During the 1974-75 school year there were 198 discipline referrals from the lunchroom. During the 1975-76 school year this decreased to 152, a 23.2 percent decrease, slightly better than anticipated.

No specific item regarding student opinion about the lunchroom was included in the student survey. Informal comments from some students surveyed were critical about the lunchroom, but these comments were limited to the quality of food and/or service and no comment was made regarding the climate of the lunchroom.

In the observation checklist completed by members of the external evaluation team responses ranged from agree to strongly agree that there appeared to be a minimum of discipline problems and that the lunchroom seems to have a relaxed, comfortable

atmosphere. (See survey results in appendix F, page 96).

Responses to the interview guide completed by members of the external evaluation team indicated that, according to students, teacher supervisors and kitchen staff the general atmosphere in the lunchroom ranged from positive to very positive with no negative responses given. (See survey results in appendix F, page 99).

IX An increased opportunity for participation in after school and out of school activities as measured by:

- a twenty percent increase in the number of students participating
- a twenty percent increase in the number of new activities available

Due, in part, to the change from extended day scheduling to a single, full-day schedule more students were able to participate in after school activities. There was an increase from 4,692 student participants in after school activities during the 1974-75 school year to 5,974 in 1975-76. This represents an increase of 21.4 percent, slightly better than the target goal.

The major improvement in the number of new activities available to students under the house plan was evidenced by increased interest on the part of teachers for taking classes on field trips and excursions. The number of out of school activities increased during the 1975-76 school year by thirty-two percent over the previous year.

X An improvement in teacher attitude and morale as measured by:

- a ten percent decrease in the number of teacher absences
- at least an eighty percent favorable support by teachers for the grade level reorganization
- at least an eighty percent favorable response by teachers indicating positive attitudes about school related tasks

The number of teacher absences during the 1975-76 school year decreased from 441 to 333, a decrease of 24.5 percent as compared to the target goal of ten percent.

Responses to the reorganization plan as measured by the staff survey were more positive than negative and were generally supportive of the house plan. At a spring faculty meeting support for continuation of the plan for the 1976-77 school year was unanimous.

From 83.0 percent to 91.5 percent of teachers indicated that they were satisfied this year with teaching and other assignments, slightly better than the goal of 80.0 percent. (See appendix C, page 69).

CHAPTER VII
SUMMARY AND CONCLUSIONS

During the spring of 1975 the faculty and staff of Kunsmiller Junior High School studied a plan of reorganization which, when implemented, was expected to more adequately meet the needs of its student body. This extensive reorganization and restaffing project was to include five major areas of change:

1. the relocation of departments and classrooms in the building by grade level
2. a reorganization and reassignment of staff by grade level
3. the reorganization and relocation of support services
4. a continued revision and innovation in curricula
5. a major adjustment in the school day

The plan of reorganization called a "Grade Level House Plan" was implemented with the opening of the 1975-76 school year.

Ten specific objectives were identified as goals for the reorganization project. It was anticipated that the change from a traditionally structured school to the innovative grade level house plan would help to:

1. reduce tension, student unrest and distrust
2. reduce the number and severity of hall and stairwell problems
3. improve the consistency and effectiveness in dealing with discipline and counseling referrals
4. improve the attitudes of teachers and students regarding use of special services
5. improve curriculum offerings and teaching techniques
6. improve administrative effectiveness
7. improve community attitude and relationships
8. improve lunchroom behavior
9. increase opportunities for and participation in after school and out of school activities
10. improve teacher attitude and morale

The evaluation design for the project consisted of three major components:

1. two evaluation teams, internal and external
2. surveys of parents, faculty, staff and students
3. comparisons of data available from previous school years

The internal evaluation team assisted in both formative and summative evaluation of the reorganization. The external

evaluation team consisted of administrators, counselors and teachers from other schools and made three visits to observe the house plan organization.

A survey of students was conducted in April of 1976 to gather data for comparison with results from a similar survey conducted the previous year. A survey of parents was conducted in April of 1976 to assess attitudes and opinions regarding the reorganization to the house plan.

Results of the evaluation were judged to be positive and suggest that the objectives were met with a few minor exceptions.

There appeared to be a substantial improvement in the climate and atmosphere of the building as evidenced by fewer discipline referrals, suspensions and incidents of assault, extortion, etc. Average daily attendance improved slightly, but in comparison to many schools in the district where absenteeism continues to rise even this small improvement was judged to be a favorable indicator.

A major area of concern in previous years has been overcrowding and congestion in halls and stairwells. Some improvement in this area was noted as students were scheduled from fifty-four percent to eighty percent of their classes on their home floor, thus

decreasing the need for traveling the maximum distance about the building. This resulted in fewer accidents and fewer discipline referrals during passing periods.

Restaffing, relocation of support services by grade level, and reassignment of administrative tasks and responsibilities helped to improve consistency, communication and effectiveness in dealing with needs of students, teachers and staff.

Curricular innovations were definitely in evidence as five new programs were developed and expanded during the school year. All of these new efforts were judged to be so successful that each will be continued during the next school year.

For several years levels of trust by the community for the school were deteriorating rapidly. Little that the school did was effective in improving the image of the school within the diverse communities served. Results of the parents survey has indicated, for the first time in several years, a more positive and supportive attitude regarding efforts made by school staff to meet the needs of the student body.

Attitudes of students toward other students, school activities and school in general were generally more positive than in previous years.

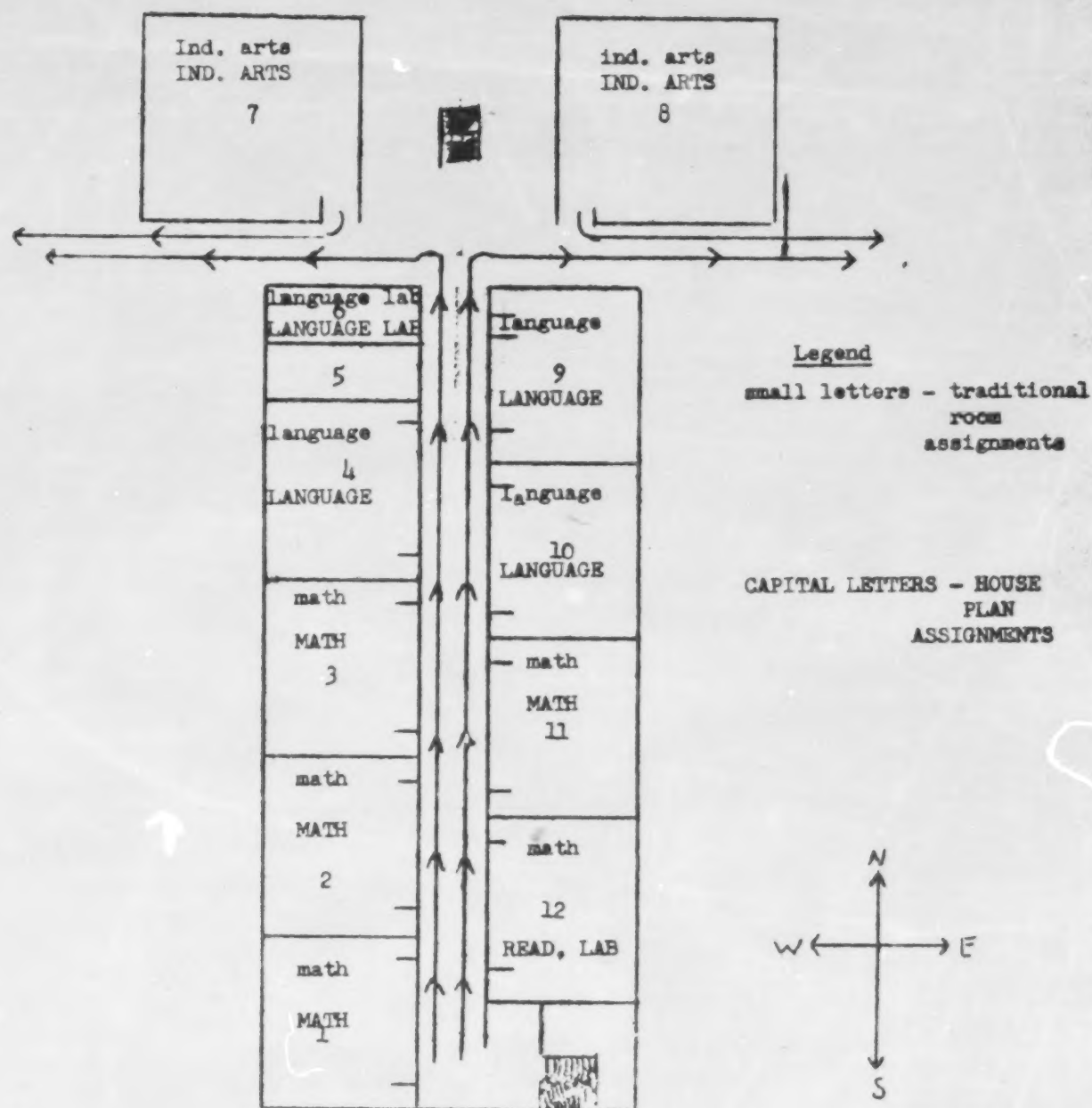
Teacher attitude and morale showed signs of improvement over previous years and there remained in late spring a unanimous support for continuing the house plan concept.

Interest on the part of at least two other junior high schools in the district indicate that some parts of the plan are readily adaptable to their needs and that further investigation and staff study will be conducted during the summer for possible implementation of the plan during the 1976-77 school year.

Analysis of all evaluation data has influenced this writer to draw several conclusions regarding the grade level house plan at Kunsmiller Junior High School as observed during the 1975-76 school year.

They are:

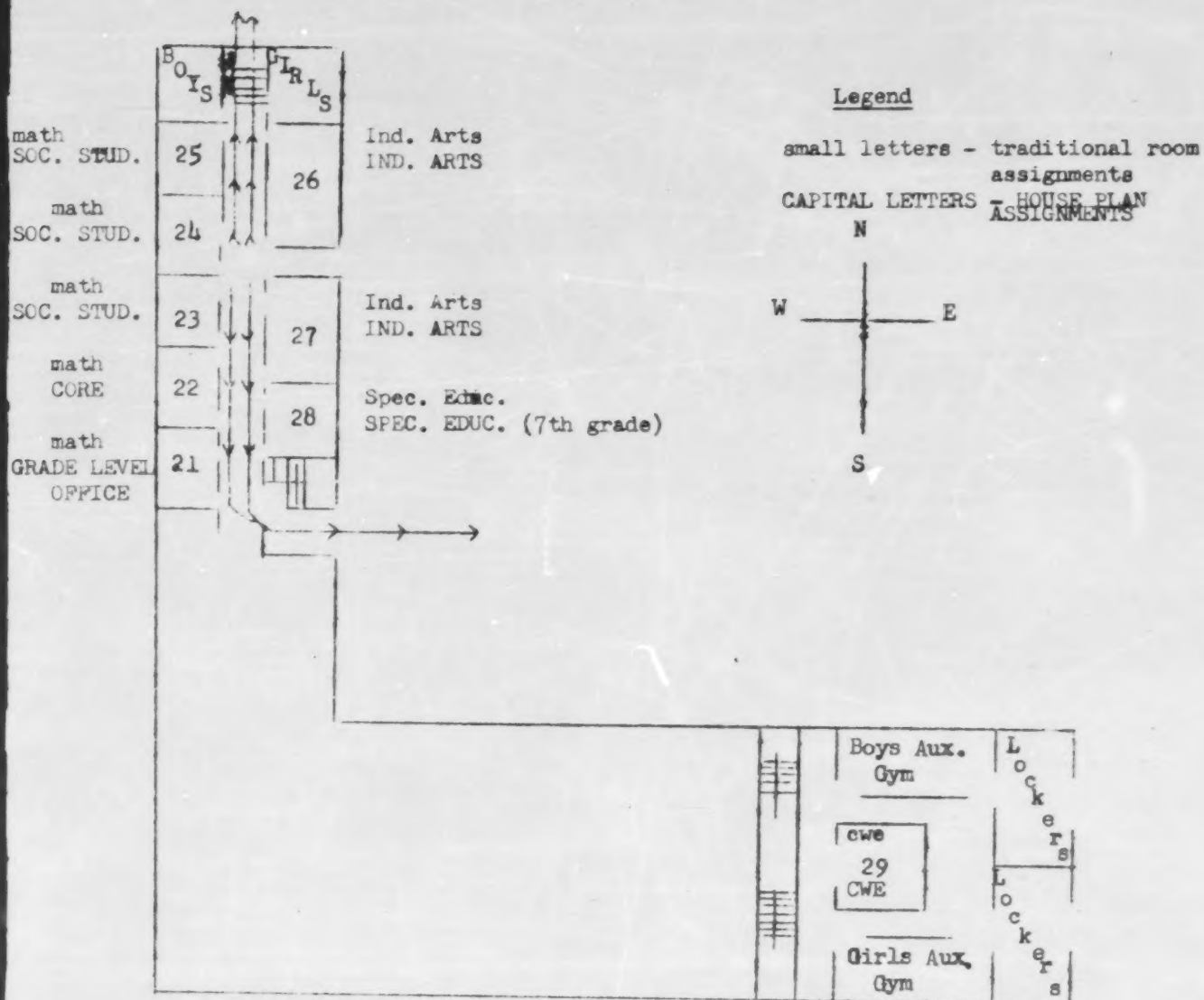
1. changes brought about by the reorganization seem to have made Kunsmiller Junior High School a more pleasant and educationally rewarding place for students, teachers and staff
2. community and parental support for Kunsmiller Junior High School has improved during this school year
3. there is sufficient evidence and support for continuation of the grade level house plan organization for the 1976-77 school year.

7th GRADE HOME FLOOR

LOWER LEVEL

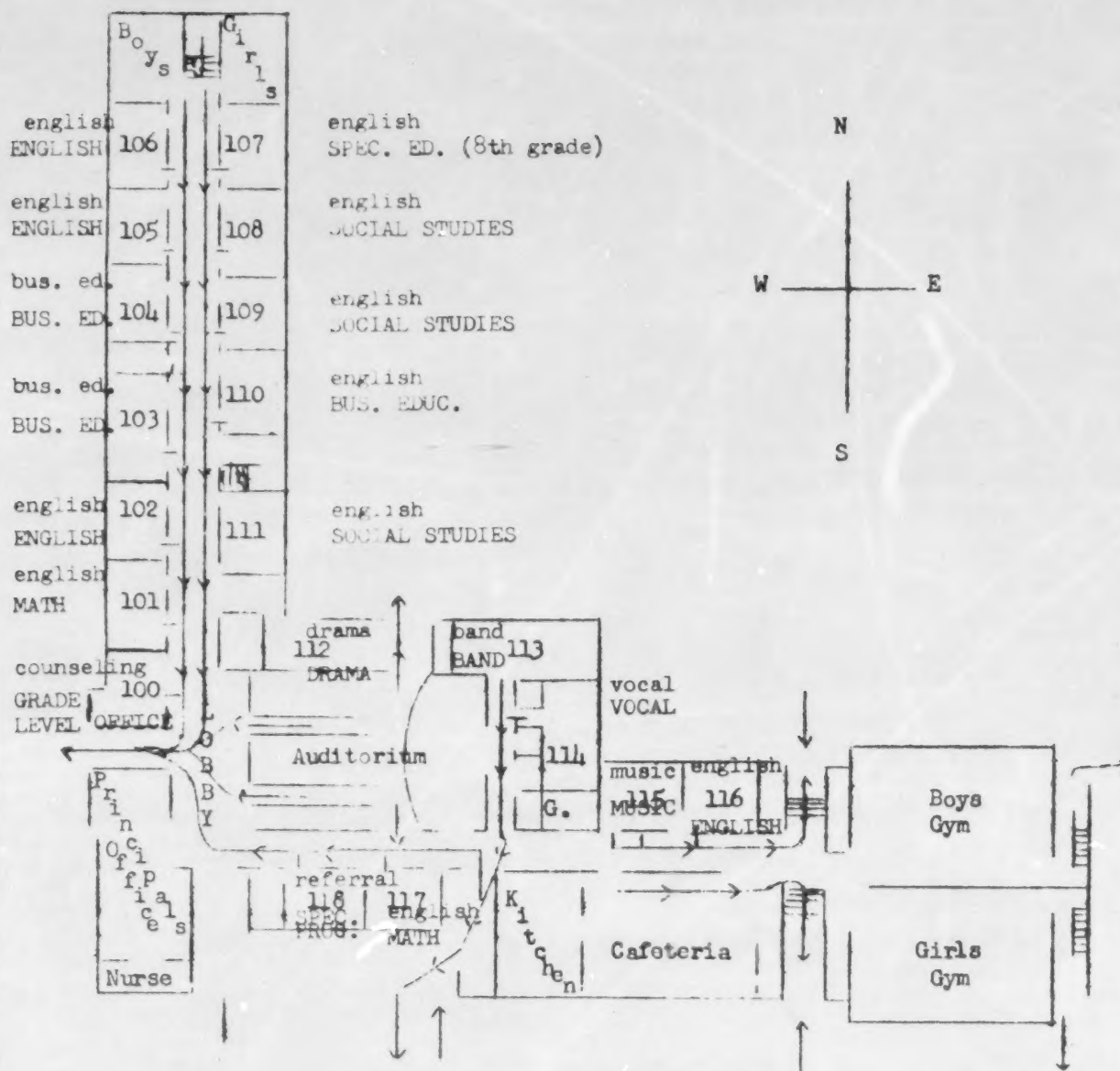
KUNSMILLER JUNIOR HIGH SCHOOL

7th GRADE HOME FLOOR

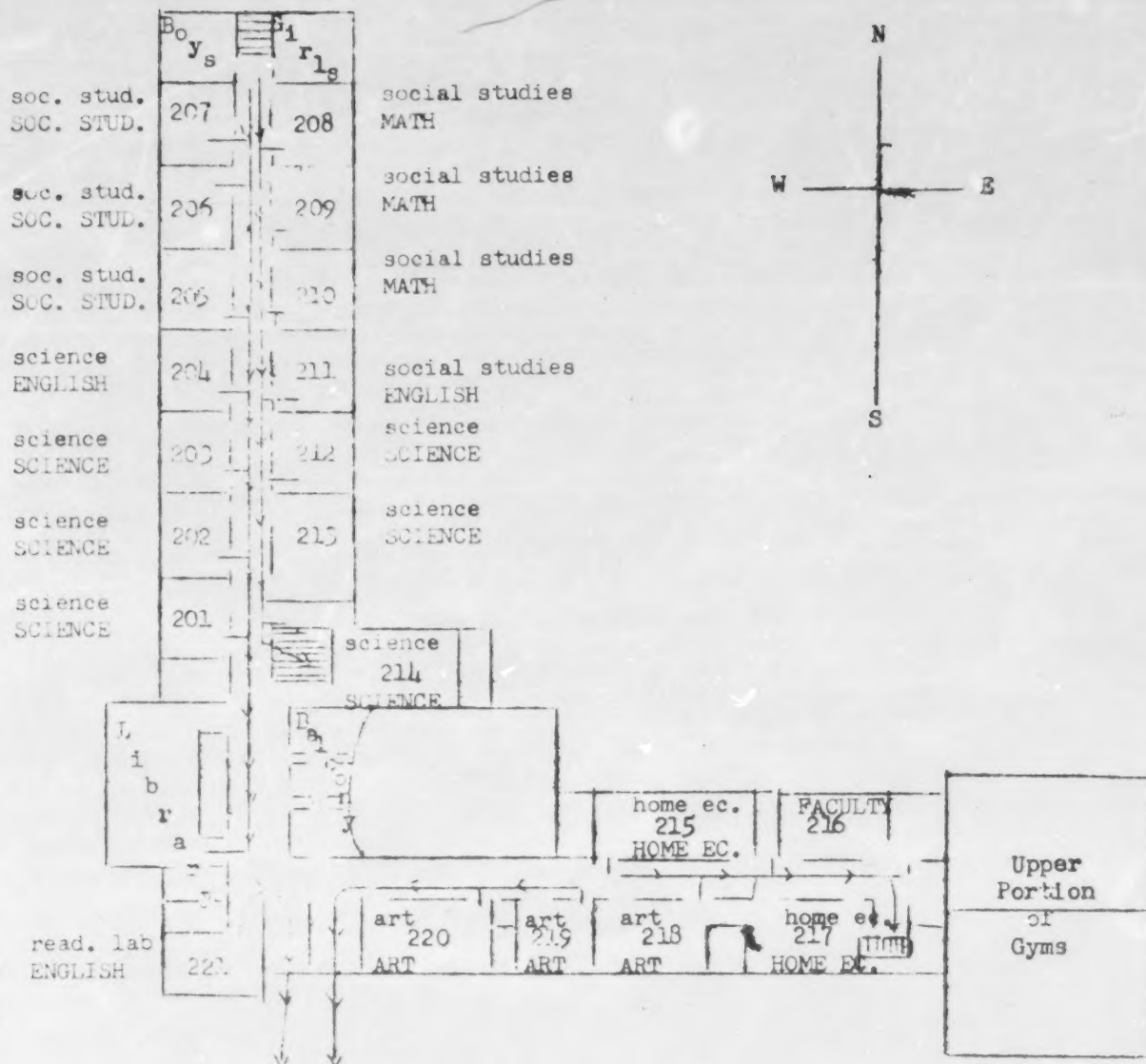


GROUND FLOOR PLAN
KUNSMILLER JUNIOR HIGH SCHOOL

8th GRADE HOME FLOOR



FIRST FLOOR PLAN
KUNSMILLER JUNIOR HIGH SCHOOL

9th GRADE HOME FLOOR

SECOND FLOOR PLAN
KUNSMILLER JUNIOR HIGH SCHOOL

STAFF SURVEY ON KUNSMILLER ADMINISTRATIVE REORGANIZATION
1975-1976

Dear Staff Member:

In order to assess the administrative reorganization, by grade level, at Kunsmiller, it is important to know your opinion about certain matters at school. Please help us by completing the following anonymous questionnaire and returning it in school mail to the Department of Development and Evaluation, Room 707, Administration Building.

* * * * *

Directions: Please fill in the requested information or encircle the numeral opposite the appropriate response.

1. Your present classification:

teacher, assigned to

Grade 7 1
Grade 8 2
Grade 9 3

counselor 4

administrative staff 5

support staff (nurse,
social worker, etc.) 6

clerical staff 7

lunchroom staff 8

other 9

	<u>Great</u>	<u>Some- what</u>	<u>Little</u>	<u>Not at All</u>	<u>No Opinion</u>	<u>Does Not Apply</u>
2. To what extent has the reorganization reduced the number of shakedowns of pupils by other pupils?	1	2	3	4	5	6
3. To what extent does the administrative reorganization foster negative competition between pupils at different grade levels?	1	2	3	4	5	6
4. To what extent has the reorganization fostered all-school unity?	1	2	3	4	5	6
5. To what extent has the reorganization reduced the number of your preparations?	1	2	3	4	5	6
6. To what extent has the reorganization increased the between-floor movement necessary for you?	1	2	3	4	5	6

	Great	Some- what	Little	Not at All	No Opinion	Does Not Apply
7. To what extent has the reorganization decreased the between-floor movement here, <u>why</u> for your pupils?	1	2	3	4	5	6
8. To what extent has the building facility itself permitted adaptability to the reorganization?		2	3	4	5	6
9. If you teach more than one grade level, to what extent do you feel that you know about grade level activities in the grade(s) other than that to which you are assigned?	1	2	3	4	5	6
10. If your department is located in more than one area, to what extent is there good communication <u>within</u> your department?	1	2	3	4	5	6
11. To what extent is there good communication between you and other teachers?	1	2	3	4	5	6
12. To what extent is there good communication between you and the administrators?	1	2	3	4	5	6
13. To what extent is there good communication between you and the student advisers?	1	2	3	4	5	6
14. To what extent is there good communication between you and the counselors?	1	2	3	4	5	6
15. To what extent are the following staff available:						
a. counselor	1	2	3	4	5	6
b. student advisers	1	2	3	4	5	6
c. nurse	1	2	3	4	5	6
d. supply worker	1	2	3	4	5	6
16. To what extent do you know the pupils at your assigned grade level who are <u>not</u> in your classes?	1		3	4	5	6
17. To what extent are the passing periods of adequate length for pupils to get to their next class on time?	1	2	3	4	5	6

Comments:

	Great	Somewhat	Little	Not at All	No Opinion	Does Not Apply
18. To what extent is there horseplay in the halls?	1	2	3	4	5	6
19. To what extent is there noise in the halls?	1	2	3	4	5	6
20. To what extent is there congestion in the halls?	1	2	3	4	5	6
21. To what extent is there congestion in the stairwells?	1	2	3	4	5	6
22. As a result of the reorganization, to what extent has the amount of your hall supervision <u>increased</u> ?	1	2	3	4	5	6
23. To what extent do you feel that there is consistency of discipline across all three grade levels?	1	2	3	4	5	6
24. To what extent are your grade level student advisors consistent in the handling of discipline problems?	1	2	3	4	5	6
25. To what extent do you receive administrative backing with discipline problems?	1	2	3	4	5	6
26. To what extent is the number of faculty meetings excessive?	1	2	3	4	5	6
27. To what extent has the reorganization simplified the administrative record-keeping process?	1	2	3	4	5	6
28. To what extent are you satisfied with your assigned schedule?	1	2	3	4	5	6
29. To what extent are you satisfied with your assignment of subjects?	1	2	3	4	5	6
30. To what extent are you satisfied with your room assignment(s)?	1	2	3	4	5	6
31. To what extent has the reorganization enhanced instructional flexibility, (curricular offerings)?	1	2	3	4	5	6
32. To what extent has the reorganization enhanced scheduling flexibility for pupils?	1	2	3	4	5	6
33. To what extent is the grade level office convenient for pupils in your classes?	1	2	3	4	5	6



	<u>Great</u>	<u>Some- what</u>	<u>Little</u>	<u>Not at All</u>	<u>No Opinion</u>	<u>Does Not Apply</u>
To what extent are the lockers conveniently located for pupils in your classroom?	1	2	3	4	5	6
To what extent is there good pupil behavior in the lunchroom?	1	2	3	4	5	6
What, in your opinion, are the primary <u>strengths</u> of the reorganization by grade level?						

What, in your opinion, are the primary weaknesses of the reorganization by grade level?

Additional comments:

Department of Development and Evaluation

KUNSMILLER STAFF SURVEY ON THE ADMINISTRATIVE REORGANIZATION

May 1976

At the request of personnel at Kunsmiller Junior High School, the Department of Development and Evaluation conducted a survey of staff attitudes regarding the administrative reorganization; by grade level, instituted at the beginning of the 1975-1976 school year. Completed questionnaires were received from 47 staff members, a 54.0 percent response.

An abstract of selected items is presented below. Tables, presenting a detailed analysis of responses to each item and a comparison between the two surveys, are available upon request.

ABSTRACT

- . Somewhat less than one-half (46.8%) of the responding staff members thought that the reorganization had reduced the number of shakedowns of pupils by other pupils; slightly less than one-half (48.9%) had no opinion or thought that it did not apply.
- . Slightly over one-fifth (21.3%) of the respondents thought that the reorganization had somewhat or greatly increased their between-floor movement; somewhat over one-half (53.1%) disagreed.
- . Seven of ten (70.2%) respondents thought that the reorganization had decreased the between-floor movement of pupils; somewhat over one-fifth (23.4%) disagreed.
- . Slightly less than three-fourths (73.9%) of the respondents thought that the building facility itself permitted adaptability to the reorganization; slightly more than one-fifth (21.8%) disagreed.
- . Responses were divided approximately evenly between those respondents who felt that they knew about grade level activities in grades other than the one to which they were assigned (34.7%) and those who disagreed (37.0%); approximately two-sevenths (28.3%) checked that the item did not apply.
- . Somewhat over two-fifths (42.5%) of the respondents, whose departments were located in more than one area, thought that there was good communication within their departments; slightly over one in eight (12.8%) disagreed; more than one in four (44.7%) had no opinion, or checked that it did not apply.
- . Slightly over three-fourths (76.6%) of the respondents checked that they had good communication with administrators, to a somewhat or great extent; slightly over one-fifth (21.3%) disagreed.

- . Almost seven of eight respondents (87.2%) checked that they had good communication with student advisors, to a somewhat or great extent; slightly over one of ten (10.7%) disagreed.
- . Almost seven of eight respondents (87.3%) checked that they had good communication with counselors, to a somewhat or great extent; slightly over one in ten (10.6%) disagreed.
- . Approximately two-thirds (66.0%) of the respondents thought that there was congestion in the halls, to a somewhat or great extent; slightly over one-third (34.0%) disagreed.
- . Over three-fourths (78.7%) of the respondents thought that the grade level student advisors were consistent in the handling of discipline problems, to a somewhat or great extent; almost one in five (19.2%) disagreed.
- . Slightly over one-third (36.2%) of the respondents thought that the number of faculty meetings was excessive, to a somewhat or great extent; almost two-thirds (63.8%) disagreed.
- . Slightly more than three of ten respondents (31.9%) thought that the reorganization had enhanced the scheduling flexibility for pupils, to a somewhat or great extent; over three of eight (38.2%) disagreed; almost three of ten (29.9%) had no opinion or thought that it did not apply.
- . Seven of ten respondents (70.2%) thought that lockers were conveniently located for pupils in their classes, to a somewhat or great extent; over one-fifth (21.3%) disagreed; less than one in eleven (8.5%) had no opinion.
- . Somewhat over one-fifth (23.4%) of the respondents thought that there was good pupil behavior in the lunchroom, to a somewhat or great extent; slightly over one-half (51.1%) disagreed; one-fourth (25.5%) had no opinion.

A summary of responses to open-ended questions is given below. Similar responses from five or more staff members are presented; detailed analysis of all responses are available in the school. Numbers of multiple responses are given in parentheses.

What, in your opinion, are the primary strengths of the reorganization by grade level?

- . Less congestion in the halls (9)
- . Consistency of discipline (7)
- . Greater feeling of pupil unity - sense of belonging (7)
- . Separation of older pupils from younger ones (5)

What, in your opinion, are the primary weaknesses of the reorganization by grade level?

- . Lack of scheduling flexibility (7)

DETAILED ANALYSIS

	<u>Great</u>	<u>Some- what</u>	<u>Little</u>	<u>Not at All</u>	<u>No Opinion</u>	<u>Does Not Apply</u>	<u>Total</u>
<i>To what extent has the reorganization reduced the number of shakedowns of pupils by other pupils? (N=47)</i>	6.4%	40.4%	4.3%	0.0%	44.6%	4.3%	100.0%
<i>To what extent does the administrative reorganization foster negative competition between pupils at different grade levels? (N=47)</i>	2.1	10.6	38.3	31.9	12.8	4.3	100.0%
<i>To what extent has the reorganization fostered all-school unity? (N=47)</i>	4.3	27.6	40.4	17.0	6.4	4.3	100.0%
<i>To what extent has the reorganization reduced the number of your preparations? (N=47)</i>	2.1	12.8	14.9	34.0	6.4	29.8	100.0%
<i>To what extent has the reorganization increased the between-floor movement necessary for you? (N=47)</i>	8.5	12.8	17.0	36.1	4.3	21.3	100.0%
<i>To what extent has the reorganization decreased the between-floor movement necessary for your pupils? (N=47)</i>	25.5	44.7	12.8	10.6	2.1	4.3	100.0%
<i>To what extent has the building facility itself permitted adaptability to the reorganization? (N=46)</i>	26.1	47.8	10.9	10.9	4.3	0.0	100.0%
<i>If you teach more than one grade level, to what extent do you feel that you know about grade level activities in the grade(s) other than that to which you are assigned? (N=46)</i>	8.7	26.0	28.3	8.7	0.0	28.3	100.0%
<i>If your department is located in more than one area, to what extent is there good communication within your department? (N=47)</i>	10.6	31.9	8.5	4.3	2.1	42.6	100.0%
<i>To what extent is there good communication between you and other teachers? (N=47)</i>	42.6	38.3	10.6	6.4	2.1	0.0	100.0%

	<u>Great</u>	<u>Some- what</u>	<u>Little</u>	<u>Not at All</u>	<u>Opinion</u>	<u>Does Not Apply</u>	<u>Total</u>
<i>To what extent is there good communication between you and the administrators? (N=47)</i>	51.1%	25.5%	19.2%	2.1%	2.1%	0.0%	100.0%
<i>To what extent is there good communication between you and the student advisors? (N=47)</i>	57.4	29.8	6.4	4.3	0.0	2.1	100.0%
<i>To what extent is there good communication between you and the counselors? (N=47)</i>	55.4	31.9	8.5	2.1	0.0	2.1	100.0%
<i>To what extent are the following staff available:</i>							
<i>a. counselors (N=46)</i>	67.4	26.1	4.3	2.2	0.0	0.0	100.0%
<i>b. student advisors (N=47)</i>	66.0	25.5	4.3	2.1	0.0	2.1	100.0%
<i>c. nurse (N=47)</i>	44.7	44.7	8.5	0.0	2.1	0.0	100.0%
<i>d. social worker (N=47)</i>	46.8	44.7	8.5	0.0	0.0	0.0	100.0%
<i>To what extent do you know the pupils at your assigned grade level who are not in your classes? (N=47)</i>	10.6	42.6	27.7	10.6	0.0	8.5	100.0%
<i>To what extent are the passing periods of adequate length for pupils to get to their next class on time? (N=47)</i>	68.1	25.5	4.3	0.0	2.1	0.0	100.0%
<i>To what extent is there horse-play in the halls? (N=47)</i>	36.2	53.2	10.6	0.0	0.0	0.0	100.0%
<i>To what extent is there noise in the halls? (N=47)</i>	36.2	53.2	10.6	0.0	0.0	0.0	100.0%
<i>To what extent is there congestion in the halls? (N=47)</i>	17.0	49.0	31.9	2.1	0.0	0.0	100.0%
<i>To what extent is there congestion in the stairwells? (N=46)</i>	6.5	50.0	26.1	2.2	13.0	2.2	100.0%
<i>As a result of the reorganization, to what extent has the amount of your hall supervision increased? (N=47)</i>	12.8	14.9	23.4	25.5	10.6	12.8	100.0%
<i>To what extent do you feel that there is consistency of discipline across all three grade levels? (N=47)</i>	19.2	25.5	27.6	8.5	19.2	0.0	100.0%

	Great	Some- what	Little	Not at All	Opinion	Apply	69 Total
To what extent are your grade level student advisors consistent in the handling of discipline problems? (N=47)	44.7%	34.0%	14.9%	4.3%	0.0%	2.1%	100.0%
To what extent do you receive administrative backing with discipline problems? (N=47)	53.2	31.9	6.4	0.0	2.1	6.4	100.0
To what extent is the number of faculty meetings excessive? (N=47)	6.4	29.8	23.4	40.4	0.0	0.0	100.0%
To what extent has the reorganization simplified the administrative record-keeping process? (N=45)	8.9	17.8	17.8	8.9	31.1	15.5	100.0%
To what extent are you satisfied with your assigned schedule? (N=47)	63.8	27.7	4.3	2.1	0.0	2.1	100.0%
To what extent are you satisfied with your assignment of subjects? (N=47)	55.3	27.7	2.1	0.0	2.1	12.8	100.0%
To what extent are you satisfied with your room assignment(s)? (N=47)	61.7	27.7	2.1	0.0	0.0	8.5	100.0%
To what extent has the reorganization enhanced instructional flexibility (curricular offerings)? (N=47)	17.0	31.9	12.8	12.8	19.1	6.4	100.0%
To what extent has the reorganization enhanced scheduling flexibility for pupils? (N=47)	6.4	25.5	19.1	19.1	23.5	6.4	100.0%
To what extent is the grade level office convenient for pupils in your classes? (N=47)	44.7	29.8	8.9	8.5	2.1	6.4	100.0%
To what extent are the lockers conveniently located for pupils in your classes? (N=47)	38.3	31.9	12.8	8.5	2.1	6.4	100.0%
To what extent is there good pupil behavior in the lunch-room? (N=47)	2.1	21.3	27.7	23.4	19.1	6.4	100.0%

Comments

The following constitute a majority of comments to the open-ended questions. Multiple responses are given in parentheses.

To what extent are the passing periods of adequate length for pupils to get to their next class on time?

- . Some pupils would be late, no matter how much time they were given.
- . Too long. There's a lot of socializing in halls; maybe that's not all bad, though.
- . Too short for those who have a locker inconveniently located.
- . Passing time from lunchroom to class is still too long; it should be cut to 4 or 5 minutes.

What in your opinion, are the primary strengths of the reorganization by grade level?

- . Less congestion/reduced amount of traffic (9)
- . Consistency of discipline (7)
- . Greater feeling of pupil unity - sense of belonging (7)
- . Separation of older pupils from younger ones (5)
- . Fewer tardies (3)
- . Grade level administrators are close to their pupils (3)
- . Closer identification between pupils and school staff (2)
- . Better communication (2)
- . Pupils relate better to each other (2)
- . Curriculum has improved (2)
- . Less noise (2)
- . Better faculty morale (2)
- . Availability of counselors and student advisors.
- . Handling discipline problems is easier.
- . All classes begin at the same time.
- . Due to lower enrollment, it is hard to tell.

What, in your opinion, are the primary weaknesses of the reorganization by grade level?

- . Lack of scheduling flexibility (7)
- . Separation of departments/departmental supplies (3)
- . Passing periods are too long. (3)
- . Lockers are too far away. (2)

What, in your opinion, are the primary weaknesses of the reorganization by grade level? (continued)

- . Separation of grade levels (2)
- . Some grade level administrators are not located with the grade-level teams and are not knowledgeable about student-staff activities and problems. (2)
- . Horseplay in the halls
- . Miss the position of Assistant Principal for Pupil Services,
- . More class unity than school unity,

Additional comments:

Comments given for this item have been grouped between those that were supportive and those that were suggestive of changes or critical in some aspect.

Supportive

- . Successful beyond expected goals (2)
- . "I'm very pleased and have felt an overall 'calmness' in the building compared to the situation I left in my other junior high . . ."

Suggestive/Critical

- . Scheduling is a problem (2)
- . Students should be block scheduled, in the first four periods, into English, mathematics, social studies, and science
- . Resents being categorized as a teacher of one grade level; also, some competition among grade level administrators.
- . Very little administrative involvement in classrooms
- . Advisors should move with the same students all three years, as do the counselors.
- . "It will be interesting to see how present grade level staffs feel about moving to other grade-level floors".
- . Traffic pattern is bad outside of lunchroom and gymnasium.

COMPARISON OF THE TWO STAFF SURVEYS OF
DECEMBER 1975 AND APRIL 1976

Average scores were obtained for each item on the two surveys, and were obtained from the arbitrary assignment of weightings to the following response categories:

Great = 4 points
Somewhat = 3 points
Little = 2 points
Not at All = 1 point

The frequency of response for each category was multiplied by the weighting; the products were added, then divided by the number of staff respondents. This gave the average score for the item. The difference between the average scores for each item was obtained, to ascertain the changes between the December survey and the April survey.

It follows that the higher the average score (with 4.000 as the maximum possible), the more positive was the rating.

	<u>Average Score</u>		<u>Change</u>
	<u>December 1975</u>	<u>April 1976</u>	
<i>To what extent has the reorganization reduced the number of shakedowns of pupils by other pupils?</i>	3,000	3,042	+0.042
<i>To what extent does the administrative reorganization foster negative competition between pupils at different grade levels?</i>	1.711	1.795	+0.084
<i>To what extent has the reorganization fostered all-school unity?</i>	2,157	2,214	+0.057
<i>To what extent has the reorganization reduced the number of your preparations?</i>	1,857	1,733	-0.124
<i>To what extent has the reorganization increased the between-floor movement necessary for you?</i>	2,083	1,914	-0.169
<i>To what extent has the reorganization decreased the between-floor movement necessary for your pupils?</i>	2,981	2,909	-0.072
<i>To what extent has the building facility itself permitted adaptability to the reorganization?</i>	2,895	2,932	+0.037

	Average Score		Change
	December 1975	April 1976	
If you teach more than one grade level, to what extent do you feel that you know about grade level activities in the grade(s) other than that to which you are assigned?	2.463	2.485	+0.022
If your department is located in more than one area, to what extent is there good communication <u>within</u> your department?	2.975	2.885	-0.090
To what extent is there good communication between you and other teachers?	3.000	3.196	+0.196
To what extent is there good communication between you and the administrators?	3.271	3.283	+0.012
To what extent is there good communication between you and the student advisors?	3.339	3.435	+0.096
To what extent is there good communication between you and the counselors?	3.356	3.435	+0.079
To what extent are the following staff available:			
a. counselors	3.500	3.587	+0.087
b. student advisors	3.526	3.587	+0.061
c. nurse	3.246	3.370	+0.124
d. social worker	3.241	3.383	+0.142
To what extent do you know the pupils at your assigned grade level who are <u>not</u> in your classes?	1.830	2.581	+0.751
To what extent are the passing periods of adequate length for pupils to get to their next class on time?	3.768	3.652	-0.116
To what extent is there horseplay in the halls?	3.333	3.255	-0.078
To what extent is there noise in the halls?	3.373	3.255	-0.118
To what extent is there congestion in the halls?	2.750	2.809	+0.059

	Average Score		Change
	December 1975	April 1976	
<i>To what extent is there congestion in the stairwells?</i>	2,761	2,718	-0,043
<i>As a result of the reorganization, to what extent has the amount of your hall supervision <u>increased</u>?</i>	1,880	2,194	+0,314
<i>To what extent do you feel that there is consistency of discipline across all three grade levels?</i>	2,643	2,684	+0,041
<i>To what extent are your grade level student advisors consistent in the handling of discipline problems?</i>	3,250	3,217	-0,033
<i>To what extent do you receive administrative backing with discipline problems?</i>	3,510	3,512	+0,002
<i>To what extent is the number of faculty meetings excessive?</i>	2,241	2,021	-0,220
<i>To what extent has the reorganization simplified the administrative record-keeping process?</i>	2,500	2,500	0,000
<i>To what extent are you satisfied with your assigned schedule?</i>	3,582	3,565	-0,017
<i>To what extent are you satisfied with your assignment of subjects?</i>	3,745	3,625	-0,120
<i>To what extent are you satisfied with your room assignment(s)?</i>	3,593	3,651	+0,058
<i>To what extent has the reorganization enhanced instructional flexibility (curricular offerings)?</i>	2,659	3,057	+0,398
<i>To what extent has the reorganization enhanced scheduling flexibility for pupils?</i>	2,261	2,273	+0,012
<i>To what extent is the grade level office convenient for pupils in your classes?</i>	3,309	3,209	-0,100
<i>To what extent are the lockers conveniently located for pupils in your classes?</i>	3,240	3,093	-0,147
<i>To what extent is there good pupil behavior in the lunchroom?</i>	2,313	2,029	-0,284

SUMMARY

An analysis of the differences between the two surveys reveals that there was an attitude change in a positive direction in 23 of the 37 items (62.2%); there was a change in a negative direction in 13 items (35.1%); and there was no change in one item (2.7%).

It is noted that in the three items listed below, the change was greater than 0.300 from the December to the April surveys:

- . There was a change of +0.751 in the item, *To what extent do you know the pupils at your assigned grade level who are not in your classes?* Respondents to the second survey felt that they knew other pupils considerably better than did respondents to the first survey.
- . There was a change of +0.398 in the item, *To what extent has the reorganization enhanced instructional flexibility (curricular offerings)?* Respondents to the second survey felt that curricular offerings had been somewhat more enhanced than did respondents to the first survey.
- . There was a change of +0.314 in the item, *As a result of the reorganization, to what extent has the amount of your hall supervision increased?* This indicates that respondents to the second survey felt somewhat more strongly that the amount of hall supervision had increased, compared to the respondents to the first survey.

1975-1976

Date

SURVEY BY THE EXTERNAL EVALUATION TEAM

Dear External Evaluation Team Member:

As part of the overall evaluation procedure, we are requesting your assistance in completing this survey. Please feel completely free to give your own impressions, as the questionnaire is anonymous. Thank you.

* * * * *

PART I

Directions: Please encircle the one most appropriate response for each item.

Observation of Halls, Stairwells, and Lunchroom

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neither</u> <u>Agree</u> <u>Nor</u> <u>Disagree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1. The general traffic flow is smooth					
a. in the halls.	1	2	3	4	5
b. in the stairwells.	1	2	3	4	5
2. There appears to be very little overcrowding.	1	2	3	4	5
3. Horseplay (rowdiness) is at a minimum.	1	2	3	4	5
4. There is ample supervision by staff.	1	2	3	4	5
5. Generally, students seem to respect others during passing.	1	2	3	4	5
6. There seems to be a relaxed, comfortable atmosphere among students during passing.	1	2	3	4	5
7. Students appear to have ample time to pass from one area to another.	1	2	3	4	5
8. Halls are clear of students at the tardy bell.	1	2	3	4	5
9. In the lunchroom, there appears to be a minimum of discipline problems.	1	2	3	4	5
10. The lunchroom seems to have a relaxed, comfortable atmosphere.	1	2	3	4	5

PART II

Directions: Please feel free to talk with students, teachers, and other staff, and list your impressions of the attitudes of the various groups, as given below.

A. Specific Attitudes of Various Groups

	<u>Very Positive</u>	<u>Positive</u>	<u>Neither Positive Nor Negative</u>	<u>Negative</u>	<u>Very Negative</u>
1. Counseling Services provided to students					
a. attitude of students	1	2	3	4	5
b. attitude of other staff	1	2	3	4	5
2. Disposition of discipline referrals					
a. attitude of teachers	1	2	3	4	5
b. attitude of other staff	1	2	3	4	5
3. Adequacy of space for support facilities					
a. attitude of teachers	1	2	3	4	5
b. attitude of other staff	1	2	3	4	5
4. Effectiveness of the placement of support facilities near grade levels					
a. attitude of teachers	1	2	3	4	5
b. attitude of other staff	1	2	3	4	5
5. Adequacy of the reorganization of administrative tasks for meeting needs					
attitude of other staff	1	2	3	4	5
6. Effective organization of overlapping administrative responsibilities					
attitude of other staff	1	2	3	4	5
7. Staff and administrative tasks (including jurisdictions) are defined clearly.					
a. attitude of teachers	1	2	3	4	5
b. attitude of other staff	1	2	3	4	5

B. General Attitudes of Various Groups

	<u>Very Positive</u>	<u>Positive</u>	<u>Neither Positive Nor Negative</u>	<u>Negative</u>	<u>Very Negative</u>
1. General atmosphere (climate) of Kunsmiller, according to					
a. students, is	1	2	3	4	5
b. teachers, is	1	2	3	4	5
c. other staff, is	1	2	3	4	5
2. General attitude toward the reorganization plan, according to					
a. students, is	1	2	3	4	5
b. teachers, is	1	2	3	4	5
3. The feeling of friendliness among					
a. students is	1	2	3	4	5
b. teachers is	1	2	3	4	5
c. other staff is	1	2	3	4	5
4. General atmosphere in the lunchroom, according to					
a. students, is	1	2	3	4	5
b. teacher-supervisors, is	1	2	3	4	5
c. kitchen staff, is	1	2	3	4	5
5. Type of communication among all staff members, according to					
a. teachers, is	1	2	3	4	5
b. other staff, is	1	2	3	4	5

C. Additional Items

APPROXIMATE TIME SCHEDULE

Oct. 28, 1975

First Evaluation Visitation

11:45 - 12:30	Lunch	Home Ec Dining Room
12:30 - 12:45	Instruction and Team Assignments	
12:45 - 2:00	Observation	
2:00 - 2:30	Wrap up meeting	Dining Room
	Completion of survey	
	Schedule next meeting, etc.	

12:45 - 2:00 Observation

TEAM AGrade 7

Lower two floors
halls & stairwells
Room 21 - Office
EPIC Rooms
Lunchroom
Classrooms

TEAM BGRADE 8

Main floor
halls & stairwells
Room 100 - Office
Lunchroom
Classrooms

TEAM CGRADE 9

2nd Floor
halls & stairwells
Lunchroom
Room 222 - Office
Classrooms

PERIOD 9 - 10

1	9	103	213
2	10	104	215
7	25	110	217
8	27	203	

PERIOD 11

1	24	110
4	27	203
8	103	204
11	104	213
12	106	215
		217

PERIOD 9 - 10

LR	105	114
4	106	115
12	107	116
101	108	117
102	109	

PERIOD 11

4	108	116
23	109	117
BG	112	202
GG	113	212
102	115	219

PERIOD 9 - 10

111	205	211
GG	206	218
BG	208	220
113	209	221
201	210	

DISMISSAL AT 1:27

APPROXIMATE TIME SCHEDULE
SECOND EVALUATION VISITATION

January 14, 1976

7:30 - 7:50	Coffee and donuts
	Instructions - Team Assignments
7:50 - 9:45	Observation
9:45 - 10:15	Wrap up meeting
	Completion of survey
	Schedule final visitation

<u>Team A</u>	<u>Team B</u>	<u>Team C</u>
<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 7</u>
Main floor, halls and stairwells	Second floor, halls and stairwells	Lower two floors, halls and stairwells
Room 100, main office	Room 222	Room 21
All first floor classrooms and gymnasiums	Faculty room	EPIC rooms
	All classrooms	All classrooms

APPROXIMATE TIME SCHEDULEFINAL (THIRD) EVALUATION VISITATION

March 3, 1976

11:00 - 11:15 General meeting in Home Economics Dining Room
Instructions - team assignments

11:15 - 12:00 Lunch

12:00 - 2:00 Observation

2:00 - 2:30 Completion of survey
Final evaluation remarks
Recommendations by team members

Team AGrade 9Second floor, halls
and stairwells

Room 222

Faculty room

Instructional
Material CenterAll second floor
classroomsLunchroom (8th grade
lunch 11:45 - 12:35)Team BGrade 7Lower two floors, halls
and stairwells

Room 21

EPIC rooms

All classrooms

Team CGrade 8Main floor, halls and
stairwellsRoom 100, main office,
clinicAll main floor classrooms
and gymsLunchroom (8th grade
lunch 12:39 - 1:27)

KUNSMILLER JUNIOR HIGH SCHOOL

November 1975

ANALYSIS OF THE EXTERNAL EVALUATION TEAM SURVEY

On October 28, 1975, a seven-member external evaluation team visited Kunsmiller Junior High School to study the effects, if any, of the administrative reorganization by grade level. Each member completed a survey form, the results are analyzed below.

	Strongly Agree <u>N</u>	Agree <u>N</u>	Neither Agree Nor Disagree <u>N</u>	Disagree <u>N</u>	Strongly Disagree <u>N</u>	Totals <u>N</u>
<u>Observation of Halls, Stairwells, and Lunchroom</u>						
The general traffic flow is smooth						
. in the halls.	1	6				7
. in the stairwells.	2	5				7
There appears to be very little overcrowding.	4	3				7
Horseplay (rowdiness) is at a minimum.		5	2			7
There is ample supervision by staff.	1	3	1			5
Generally, students seem to respect others during passing.		7				7
There seems to be a relaxed, comfortable atmosphere among students during passing.	2	5				7
Students appear to have ample time to pass from one class to another.	3	2				5
Halls are cleared of students at the tardy bell.		4		1		5
In the lunchroom, there appears to be a minimum of discipline problems		4				4
The lunchroom seems to have a relaxed, comfortable atmosphere.	1	2				3

	<u>Very Positive</u>	<u>Positive</u>	<u>Neither Positive Nor Negative</u>	<u>Negative</u>	<u>Very Negative</u>	<u>Total</u>	
<u>Specific Attitudes of Various Groups</u>							
<i>Counseling services provided to students</i>							
. Attitude of students	1	3	2			6	
. Attitude of other staff	2	4	1			7	
<i>Disposition of discipline referrals</i>							
. Attitude of teachers	2	4	1			7	
. Attitude of other staff	2	4	1			7	
<i>Adequacy of space for support facilities</i>							
. Attitude of teachers	2	3	1			6	
. Attitude of other staff	1	4	1			6	
<i>Effectiveness of the place- ment of support facilities near grade levels</i>							
. Attitude of teachers	2	5				7	
. Attitude of other staff	1	5		1		7	
	<u>Very Positive</u>	<u>Positive</u>	<u>Neither Positive Nor Negative</u>	<u>Negative</u>	<u>Very Negative</u>	<u>Both Positive And Negative</u>	<u>Total</u>
<i>Adequacy of the reorganization of administrative tasks for meeting needs</i>							
. Attitude of other staff	1	3	1	1		1	7
<i>Effective organization of overlapping adminis- trative responsibilities</i>							
. Attitude of other staff	1	3		1		2	7
<i>Staff and administrative tasks (including juris- dictions) are defined clearly</i>							
. Attitude of teachers	3	1		1		1	6
. Attitude of other staff	2	2		1			5

	<u>Very Positive</u>	<u>Positive</u>	<u>Neither Positive Nor Negative</u>	<u>Negative</u>	<u>Very Negative</u>	<u>Total</u>
<u>General Attitudes of Various Groups</u>						
General atmosphere (climate) of Kunsmiller, according to						
. students, is	1	5				6
. teachers, is	2	5				7
. other staff, is		6				6
General attitude toward the reorganization plan, according to						
. students, is		6				6
. teachers, is	2	5				7
The feeling of friendliness among						
. students, is	1	4	1			6
. teachers, is	2	4	1			7
. other staff, is	1	5	1			7
General atmosphere in the lunchroom, according to						
. students, is		3	1			4
. teacher-supervisors, is		2	1			3
. kitchen staff, is		1	1			2
Type of communication among all staff members according to						
. teachers, is	2	4	1			7
. other staff, is		4	2			6

Additional Comments

Three comments were made on the survey forms.

- . I needed to talk to more students
- . There was a wide range of opinions in the staff
- . Students want more all-school activities, rather than activities just by grade level.

KUNSMILLER JUNIOR HIGH SCHOOL

ANALYSIS OF THE EXTERNAL EVALUATION TEAM SURVEY

January 1976

On January 14, 1976, an eight-member external evaluation team visited Kunsmiller Junior High School to study the effects, if any, of the administrative reorganization by grade level. Each member completed a survey form; the results are analyzed below.

	Strongly Agree <u>N</u>	Agree <u>N</u>	Neither Agree Nor Disagree <u>N</u>	Disagree <u>N</u>	Strongly Disagree <u>N</u>	Total <u>N</u>
<u>Observation of Halls, Stairwells, and Lunchroom</u>						
The general traffic flow is smooth						
. in the halls	5	3				8
. in the stairwells.	5	3				8
There appears to be very little overcrowding.	6	2				8
Horseplay (rowdiness) is at a minimum.	4	4				8
There is ample supervision by staff.	6	2				8
Generally, students seem to respect others during passing.	2	6				8
There seems to be a relaxed, comfortable atmosphere among students during passing.	4	4				8
Students appear to have ample time to pass from one class to another.	4	4				8
Halls are cleared of students at the tardy bell.		6	2			8
In the lunchroom, there appears to be a minimum of discipline problems.						-
The lunchroom seems to have a relaxed, comfortable atmosphere.						-

	Very Positive <u>N</u>	Positive <u>N</u>	Neither Positive Nor Negative <u>N</u>	Negative <u>N</u>	Very Negative <u>N</u>	Total <u>N</u>
<u>Specific Attitudes of Various Groups</u>						
Counseling services provided to students						
. attitude of students	4	4				8
. attitude of other staff.	4	4				8
Disposition of discipline referrals						
. attitude of teachers	5	3				8
. attitude of other staff.	5	3				8
Adequacy of space for support facilities						
. attitude of teachers	4	4				8
. attitude of other staff.	4	3				7
Effectiveness of the placement of support facilities near grade levels						
. attitude of teachers	5	3				8
. attitude of other staff.	5	3				8
Adequacy of the reorganization of administrative tasks for meeting needs						
. attitude of other staff.	5	3				8
Effective organization of overlapping administrative responsibilities						
. attitude of other staff.	3	4	1			8
Staff and administrative tasks (including jurisdictions) are defined clearly						
. attitude of teachers	5	2	1			8
. attitude of other staff.	3	5				8

	Very Positive <u>N</u>	Positive <u>N</u>	Neither Positive Nor Negative <u>N</u>	Negative <u>N</u>	Very Negative <u>N</u>	Total <u>N</u>
<u>General Attitudes of Various Groups</u>						
General atmosphere (climate) of Kunsmiller, according to						
. students	6	1				7
. teachers	6	2				8
. other staff	4	4				8
General attitude toward the reorganization plan, according to						
. students	5	2				7
. teachers	6	1				7
The feeling of friendliness among						
. students	4	3				7
. teachers	5	2				7
. other staff	4	2				6
General atmosphere in the lunch-room, according to						
. students						-
. teacher-supervisors						-
. kitchen staff						-
Type of communication among all staff members according to						
. teachers	6	2				8
. other staff	5	2				7

Additional Comments

The following comments were made by external evaluation team members; all comments were supportive in nature.

- . Halls and support facilities are not filled with "wanderers."
- . Impressed with the smoothness of the passing periods.
- . The feeling tone in the building is positive.
- . Teachers and students are very friendly.
- . Improved conduct and attitudes are evident.

COMPARISON OF THE EXTERNAL EVALUATION TEAM SURVEYS
OF NOVEMBER 1975 AND JANUARY 1976

Average scores were obtained for each item on the two surveys (November and January). The average scores were computed by the arbitrary assignment of weightings to each response category:

Strongly Agree (or Very Positive)	= 5 points
Agree (or Positive)	= 4 points
Neither Agree Nor Disagree (or Neither Positive Nor Negative)	= 3 points
Disagree (or Negative)	= 2 points
Strongly Disagree (or Strongly Negative)	= 1 point

The frequency of response for each category was multiplied by the weighting assigned to the category; the sum of these products was then divided by the number of evaluation team members who responded to the item, to obtain the average score. The difference between the average scores on the November 1975 and the January 1976 surveys was computed; the difference was divided by the average score for November, to obtain the percent of change from November to January.

It follows that the higher the average score, the more positive was the rating. The following table delineates these calculations.

	<u>Average Score</u>		<u>Difference</u>	<u>Percent of Change</u>
	<u>November 1975</u>	<u>January 1976</u>		
<u>Observation of Halls, Stairwells, and Lunchroom</u>				
<i>The general traffic flow is smooth</i>				
a. <i>in the halls.</i>	4.143	4.625	.482	+11.6%
b. <i>in the stairwells.</i>	4.286	4.625	.339	+ 7.9
<i>There appears to be very little overcrowding.</i>	4.571	4.750	.176	+ 3.9
<i>Horseplay (rowdiness) is at a minimum.</i>	3.714	4.500	.786	+21.2
<i>There is ample supervision by staff.</i>	4.000	4.750	.750	+18.8
<i>Generally, students seem to respect others during passing.</i>	4.000	4.250	.250	+ 6.3
<i>There seems to be a relaxed, comfortable atmosphere among students during passing.</i>	4.286	4.500	.214	+ 5.0

		Average Score		Difference	89 Percent of Change
		November 1975	January 1976		
<u>Observation of Halls, Stairwells, and Lunchroom (Continued)</u>					
Students appear to have ample time to pass from one class to another.	4.600	4.500	-.100	- 2.2%	
Halls are cleared of students at the tardy bell.	3.600	3.750	.150	+ 4.2	
In the lunchroom, there appears to be a minimum of discipline prob- lems.	4.000	N.A.*			
The lunchroom seems to have a relaxed, comfortable atmosphere.	4.333	N.A.*			
<u>Specific Attitudes of Various Groups</u>					
Counseling Services provided to students					
a. attitude of students	3.833	4.500	.667	+17.4	
b. attitude of other staff	4.143	4.500	.357	+ 8.6	
Disposition of discipline referrals					
a. attitude of teachers	4.143	4.000	-.143	- 3.4	
b. attitude of other staff	4.143	4.625	.482	+11.6	
Adequacy of space for support facilities					
a. attitude of teachers	4.167	4.500	.333	+ 8.0	
b. attitude of other staff	4.000	4.571	.571	+14.3	
Effectiveness of the placement of support facilities near grade levels					
a. attitude of teachers	4.286	4.625	.339	+ 7.9	
b. attitude of other staff	3.857	4.000	.143	+ 3.7	
Adequacy of the reorganization of administrative tasks for meeting needs					
attitude of other staff†	4.143	5.625	1.482	+35.8	

*Data were not available

†This item had six possible responses; thus the weighting ranges from 1 (negative) to 6 (positive).

Average Score		Difference	Percent of Change
November 1975	January 1976		

Specific Attitudes of Various
Groups (Continued)

Effective organization of overlapping administrative responsibilities

attitude of other staff [†]	3.714	5.250	1.536	+41.3%
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Staff and administrative tasks (including jurisdictions) are defined clearly

a. attitude of teachers	4.500	5.500	1.000	+22.2
b. attitude of other staff [†]	5.000	5.375	.375	+ 7.5

General Attitudes of Various Groups

General atmosphere (climate) of Kunsmiller, according to

a. students	4.167	4.857	.690	+16.6
b. teachers	4.286	4.750	.464	+10.8
c. other staff	4.000	4.500	.500	+12.5

General attitude toward the reorganization plan, according to

a. students	4.000	4.714	.714	+17.9
b. teachers	4.286	4.857	.571	+13.3

The feeling of friendliness among

a. students	4.000	4.571	.571	+14.3
b. teachers	4.143	4.714	.571	+13.8
c. other staff	4.000	4.667	.667	+16.7

General atmosphere in the lunchroom, according to

a. students	3.750	N.A.*		
b. teacher-supervisors	3.667	N.A.*		
c. kitchen staff	3.500	N.A.*		

Type of communication among all staff members, according to

a. teachers	4.143	4.750	.607	+14.7%
b. other staff	3.667	4.000	.333	+ 9.1

*Data were not available

†This item had six possible responses; thus the weighting ranges from 1 (negative) to 6 (positive).

SUMMARY

Observation of Halls, Stairwells, and Lunchroom

On almost all items* completed by the observers, there was a positive percent of change between November 1975 and January 1976. The one exception was the slight negative percent of change (-2.2%) regarding students appearing to have ample time to pass from one class to another. Although this represents a difference of only one-tenth of a score point, administrators may wish to review the timing of the passing periods.

Specific Attitudes of Various Groups

The highest percents of change (+22.2% to 41.3%) occurred in this category; each of these changes is related to the administrative aspects of the reorganization plan, indicating acceptance of the administrative aspects. The one exception was a slight negative percent of change (-3.4%) regarding the attitude of teachers toward the disposition of discipline referrals. Even though this represents a difference of only .143 of one score point, administrators may wish to review this particular item.

General Attitudes of Various Groups

On all category items* completed by the observers, there was a positive percent of change. These items covered the general atmosphere (climate), the general attitude toward the reorganization plan, the feeling of friendliness, and the type of communication among all staff members.

*External evaluation team members did not visit the lunchroom during their January 1976 visitation.

DENVER PUBLIC SCHOOLS
KUNSMILLER JUNIOR HIGH SCHOOL

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ANALYSIS OF THE EXTERNAL EVALUATION TEAM SURVEY

March 1976

On March 3, 1976, a five-member evaluation team visited Kunsmiller Junior High School to study the effects, if any, of the administrative reorganization by grade level. Each member completed a survey form; the results are presented below.

	Strongly Agree <u>N</u>	Agree <u>N</u>	Neither Agree Nor Disagree <u>N</u>	Disagree <u>N</u>	Strongly Disagree <u>N</u>	Total <u>N</u>
<u>Observation of Halls, Stairwells, and Lunchroom</u>						
The general traffic flow is smooth						
. in the halls	2	2	1			5
. in the stairwells.	3	2				5
There appears to be very little overcrowding.	3	2				5
Horseplay (rowdiness) is at a minimum.	1	4				5
There is ample supervision by staff.	4	1				5
Generally, students seem to respect others during passing.	3	2				5
There seems to be a relaxed, comfortable atmosphere among students during passing.	4	1				5
Students appear to have ample time to pass from one class to another.	5					5
Halls are cleared of students at the tardy bell.	2	2	1			5
In the lunchroom, there appears to be a minimum of discipline problems.	1	4				5
The lunchroom seems to have a relaxed, comfortable atmosphere.	1	4				5

	Very Positive <u>N</u>	Positive <u>N</u>	Neither Positive Nor Negative <u>N</u>	Negative <u>N</u>	Very Negative <u>N</u>	Total <u>N</u>
<u>Specific Attitudes of Various Groups</u>						
Counseling services provided to students						
. attitude of students	2	2				4
. attitude of other staff	3	2				5
Disposition of discipline referrals						
. attitude of teachers	3	2				5
. attitude of other staff	4	1				5
Adequacy of space for support facilities						
. attitude of teachers	2	3				5
. attitude of other staff	2	3				5
Effectiveness of the placement of support facilities near grade levels						
. attitude of teachers	4	1				5
. attitude of other staff	4	1				5
Adequacy of the reorganization of administrative tasks for meeting needs						
attitude of other staff	3	2				5
Effective organization of overlapping administrative responsibilities						
attitude of other staff	3	2				5
Staff and administrative tasks (including jurisdictions) are defined clearly						
. attitude of teachers	4	1				5
. attitude of other staff	4	1				5

	Very Positive <u>N</u>	Positive <u>N</u>	Neither Positive Nor Negative <u>N</u>	Negative <u>N</u>	Very Negative <u>N</u>	Total <u>N</u>
<u>General Attitudes of Various Groups</u>						
General atmosphere (climate) of Kunsmiller, according to						
. students	2	3				5
. teachers	4	1				5
. other staff	5					5
General attitude toward the reorganization plan, according to						
. students	2	3				5
. teachers	5					5
The feeling of friendliness among						
. students	1	4				5
. teachers	4	1				5
. other staff	4	1				5
General atmosphere in the lunch-room, according to						
. students	1	4				5
. teacher-supervisors	3	2				5
. kitchen staff	1	1				2
Type of communication among all staff members according to						
. teachers	4	1				5
. other staff	5					5

Additional Comments

The following comments were made by external evaluation team members; all comments were supportive in nature. Multiple responses are indicated in parentheses.

- . The general attitude is positive and relaxed. (2)
- . The plan appears to be working well. (2)
- . Teachers, counselors, and administrators can get to know students well.
- . Teachers are pleased with the support they receive from staff members.
- . Administrators have positive feelings about the plan.
- . Discussions indicate that staff members are working well together.
- . Those who were doubtful are now feeling positively about the plan.

COMPARISON OF THE EXTERNAL EVALUATION TEAM SURVEYS

OF NOVEMBER 1975, JANUARY 1976, AND MARCH 1976

Average scores were obtained for each item on the three surveys (November, January, and March). The average scores were computed by the arbitrary assignment of weightings to each response category:

Strongly Agree (or Very Positive)	= 5 points
Agree (or Positive)	= 4 points
Neither Agree Nor Disagree (or Neither Positive Nor Negative)	= 3 points
Disagree (or Negative)	= 2 points
Strongly Disagree (or Strongly Negative)	= 1 point

The frequency of response for each category was multiplied by the weighting assigned to the category; the sum of these products was then divided by the number of evaluation team members who responded to the item, to obtain the average score. The difference was found between the average scores on each survey; this difference was divided by the average score for November, to obtain the percent of change from November to March, and by the average score for January, to obtain the percent of change from January to March.

It follows that the higher the average score, the more positive was the rating. The table that follows delineates these calculations.

Average Score			Difference		Percent of Change	
November 1975	January 1976	March 1976	November to March	January to March	November to March	January to March
4.143	4.625	4.200	+0.057	-0.425	+ 1.4%	- 9.2%
4.286	4.625	4.600	+0.314	-0.025	+ 7.3	- 6.8
4.571	4.750	4.600	+0.029	-0.15	+ 0.6	- 3.2
3.714	4.500	4.200	+0.486	-0.300	+13.1	- 6.7
4.000	4.750	4.800	+0.800	+0.050	+ 0.2	+ 1.1
4.000	4.250	4.600	+0.600	+0.350	+15.0	+ 8.2
4.286	4.500	4.800	+0.514	+0.300	+12.0	+ 6.7
4.600	4.500	5.000	+0.400	+0.500	+ 8.7	+11.1
3.600	3.750	4.200	+0.600	+0.450	+16.7	+12.0
4.000	N.R.*	4.200	+0.200	-	+ 5.0	-
4.333	N.R.*	4.200	-0.133	-	- 3.1	- 8

Observation of Halls, Stairwells, and Lunchroom

The general traffic flow is smooth

- in the halls.
- in the stairwells.

There appears to be very little overcrowding.

Horseplay (rowdiness) is at a minimum.

There is ample supervision by staff.

Generally, students seem to respect others during passing.

There seems to be a relaxed, comfortable atmosphere among students during passing.

Students appear to have ample time to pass from one class to another.

Halls are cleared of students at the tardy bell.

In the lunchroom, there appears to be a minimum of discipline problems.

The lunchroom seems to have a relaxed, comfortable atmosphere.

*There were no responses (N.R.) to this item.

	Average Score		Difference		Percent of Change	
	November 1975	January 1976	November 1976 to March 1976	January 1976 to March 1976	November 1976 to March 1976	January 1976 to March 1976
<u>Specific Attitudes of Various Groups</u>						
<u>Counseling Services provided to students</u>						
a. attitude of students	3.833	4.500	+0.667	0.000	+17.4%	0.0%
b. attitude of other staff	4.143	4.500	+0.457	+0.100	+11.0	+ 2.2
<u>Disposition of discipline referrals</u>						
a. attitude of teachers	4.143	4.000	+0.457	+0.600	+12.0	+15.0
b. attitude of other staff	4.143	4.625	+0.657	+0.175	+15.9	+ 3.8
<u>Adequacy of space for support facilities</u>						
a. attitude of teachers	4.167	4.500	+0.233	-0.700	+ 5.6	- 5.2
b. attitude of other staff	4.000	4.571	+0.400	-0.171	+ 0.1	- 3.7
<u>Effectiveness of the placement of support facilities near grade levels</u>						
a. attitude of teachers	4.286	4.625	+0.514	+0.175	+12.0	+ 3.8
b. attitude of other staff	3.857	4.000	+0.943	+0.143	+24.4	+ 3.6
<u>Adequacy of the reorganization of administrative tasks for meeting needs</u>						
attitude of other staff	4.143	5.625	+0.457	-1.025	+11.0	-18.2
<u>Effective organization of overlapping administrative responsibilities</u>						
attitude of other staff	3.714	5.250	+0.886	-0.650	+23.9	-12.4

	Average Score			Difference		Percent of Change	
	November 1975	January 1976	March 1976	November to March	January to March	November to March	January to March
<i>General Attitudes of Various Groups</i> (Continued)							
<i>General atmosphere in the Panchroom, according to</i>							
a. students	3.750	N.R.*	4.200	+0.450	-	+12.0	-
b. teacher-supervisors	3.667	N.R.*	4.600	+0.933	-	+25.4	-
c. kitchen staff	3.500	N.R.*	4.500	+1.000	-	+28.6	-
<i>Type of communication among all staff members, according to</i>							
a. teachers	4.143	4.750	4.800	+0.657	+0.050	+15.9	+ 1.1
b. other staff	3.667	4.000	5.000	+1.333	+1.000	+36.4	+25.0

*There were no responses (N.R.) to this item.

Specific Attitudes of Various Groups
(Continued)

Staff and administrative tasks
(including jurisdictions) are
defined clearly

- a. attitude of teachers
- b. attitude of other staff

General atmosphere (climate) of
Kunsmiller, according to

- a. students
- b. teachers
- c. other staff

General attitude toward the
reorganization plan, according to

- a. students
- b. teachers

The feeling of friendliness among

- a. students
- b. teachers
- c. other staff

Average Score			Difference		Percent of Change	
November 1975	January 1976	March 1976	November to March	January to March	November to March	January to March
4.500	5.500	4.800	+0.300	-0.700	+ 6.7	-12.7
5.000	5.375	4.800	-0.200	-0.575	- 4.0	-10.7
4.167	4.857	4.400	+0.233	-0.457	+ 5.6%	- 9.4%
4.286	4.750	4.800	+0.514	+0.050	+12.0	+ 1.1
4.000	4.500	5.000	+1.000	+0.500	+25.0	+11.1
4.000	4.714	4.400	+0.400	-0.314	+10.0	- 6.7
4.286	4.857	5.500	+1.214	+0.643	+28.3	+13.2
4.000	4.571	4.200	+0.200	-0.371	+ 5.0	- 8.1
4.143	4.714	4.800	+0.657	+0.086	+15.9	+ 1.8
4.000	4.667	4.800	+0.800	+0.133	+20.0	+ 2.8

SUMMARY

Observation of Halls, Stairwells, and Lunchroom

On all items completed by the external observers, there was a positive percent of change between November 1975 and March 1976. This was not the case in a comparison of percent of change between January 1976 and March 1976; in four of the nine items to which observers responded, there was a negative percent of change, varying from -3.2 to -9.2 percent. Three evaluation team members were absent during the March 1976 visitation. It is possible that their ratings would have changed the negative to a positive percent of change; it is noted that on the March 1976 survey, only two responses were neutral, none was negative, and all the rest were positive.

Specific Attitudes of Various Groups

On all items, there was a positive percent of change from November 1975 to March 1976. Between January 1976 and March 1976, there was a positive percent of change in five items, no change in one item, and a negative percent of change in five items. It is noted that no neutral or negative responses were recorded in this section, on the March 1976 survey.

General Attitudes of Various Groups

On all items, there was a positive percent of change from November 1975 to March 1976. Between January 1976 and March 1976, there was a positive percent of change in seven items, and a negative percent of change in three items. There were no neutral or negative responses recorded on the March 1976 survey.

DENVER PUBLIC SCHOOLS - KUNSMILLER JUNIOR HIGH SCHOOL

STUDENT OPINION SURVEY

MARCH, 1976

Dear Student,

We are anxious to know how you feel about this past school year. Your responses to the following survey will help us to plan for an even better experience next year.

** * * * * *

Directions: Please fill in the requested information in the space provided or circle the number opposite the best response. Example: 1.

			<u>% of responses</u>
1.	Do you feel you learned as much as you expected to learn in your classes this year?	Yes	1 64.2
		No	2 25.9
		No Opinion	3 9.9
2.	If you attended Kunsmiller last year do you feel this school year was better for you?	Yes	1 39.8
		No	2 15.1
		No Opinion	3 45.1
3.	Do you like the idea of rewarding good behavior with special assemblies, treats, excursions, etc.?	Yes	1 75.9
		No	2 10.3
		No Opinion	3 13.8
4.	Were you comfortable going to school with students of other ethnic backgrounds this year?	Yes	1 63.5
		No	2 14.8
		No Opinion	3 21.7
5.	Did you participate in any activities that made you feel good about Kunsmiller this year?	Yes	1 44.0
		No	2 39.8
		No Opinion	3 16.2
6.	Do you feel there was enough school spirit created by special spirit day activities?	Yes	1 32.2
		No	2 42.9
		No Opinion	3 24.9
7.	Did you feel you could get extra help with lessons from your teachers when you needed it?	Yes	1 62.7
		No	2 24.4
		No Opinion	3 12.9

		% of responses	
8.	Did you get along with students from other ethnic backgrounds?	Yes	1 70.3
		No	2 14.8
		No Opinion	3 14.9
9.	Do you feel you could get help when you needed it from adults at Kunsmiller?	Yes	1 66.2
		No	2 16.3
		No Opinion	3 17.5
If so, check those who helped you.			
	Teachers <u>57.1</u>	Social Worker <u>11.9</u>	
	Advisors <u>18.6</u>	Grade Level -	
	Counselors <u>57.5</u>	Administrators <u>10.7</u>	
	Aides <u>7.5</u>	Principal <u>10.7</u>	
	Nurse <u>18.2</u>		
10.	Do you feel there were enough assemblies?	Yes	1 14.2
		No	2 79.0
		No Opinion	3 6.8
11.	Have you been able to make friends with students from other ethnic backgrounds?	Yes	1 84.6
		No	2 8.3
		No Opinion	3 7.1
12.	Do you feel a loyalty to Kunsmiller as your school?	Yes	1 40.4
		No	2 31.5
		No Opinion	3 28.1
13.	Did you ever feel afraid to come to school this year?	Yes	1 16.7
		No	2 74.9
		No Opinion	3 8.4
If yes, why <u>see attached list</u>			
14.	Do you think the rules of behavior are:	Too strict	1 23.9
		Not strict enough	2 17.5
		About right	3 58.6
15.	Do you feel the tardy policies are:	Fair	1 40.0
		Not fair	2 29.8
		No Opinion	3 30.2
16.	What I like most about Kunsmiller this year: <u>see attached list</u>		
17.	What I dislike most about Kunsmiller this year: <u>see attached list</u>		
18.	This year I have used a bus to (check one or more):		
	<u>13.0%</u> go to Balaret	<u>19.1%</u> come to school daily	
	<u>59.0%</u> go on class excursions	<u>8.7%</u> attend club activities	
	<u>27.9%</u> Never used		

-3-

			<u>% of responses</u>
19. My feelings about school buses are:	Good	1	24.9
	Bad	2	25.7
	No Opinion	3	49.4
20. The time spent riding buses was more pleasant this year than last year:	Yes	1	13.0
	No	2	17.3
	No Opinion	3	69.7
21. Were you happier last year with school?	Yes	1	26.9
	No	2	43.7
	No Opinion	3	29.4
22. Do you think the organization of the building by grade level has helped to make Kunsmiller a better school?	Yes	1	52.9
	No	2	22.7
	No Opinion	3	24.4
23. I found it convenient to get help when needed from the grade level office.		1	
	Yes	1	49.1
	No	2	21.0
	No Opinion	3	29.9

Addendum to Student Survey

Item 13 - If so, why? (Stated by two or more respondents)

 fights (7)
 some mean kids (9)
 new school (4)

Item 16 - What I like most, etc. (Stated by three or more respondents)

 EPIC classes (14)
 some teachers (21)
 gym classes (12)
 excursions and activities (7)
 science (7)
 friends I made (24)
 some classes (4)
 separate grade levels - floors (6)
 choice of classes (4)
 concerts and assemblies (3)
 Top Dog programs (3)
 candy sales (3)

Item 17 - What I dislike most, etc. (Stated by three or more respondents)

 some teachers (30)
 not enough assemblies (14)
 not enough activities (3)
 some kids (4)
 lunchroom (5)
 no free time (11)
 nurse (4)

PARENT SURVEY

April 1976

Dear Parent:

The staff at Kunsmiller Junior High School wishes to know your opinions regarding certain matters related to the educational programs at Kunsmiller. Would you help us by completing the following questionnaire? Please return the completed survey, in the envelope provided, by April 30, 1976. Thank you for your assistance.

* * * * *

Directions: Please encircle the numeral opposite the appropriate response. If you have more than one child at Kunsmiller, please answer all items in terms of your youngest child.

①

- | | | |
|---|-----------|---|
| 1. Grade level of your youngest Kunsmiller child: | grade 7 | 1 |
| | grade 8 | 2 |
| | grade 9 | 3 |
| 2. Are you aware that there is a community school at Kunsmiller? | yes | 1 |
| | no | 2 |
| 3. Have you taken any classes at the Kunsmiller community school? | yes | 1 |
| | no | 2 |
| 4. Do you intend to make use of the community school program in the future? | yes | 1 |
| | no | 2 |
| | undecided | 3 |

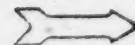
5. Please list the kinds of community school classes in which you would be interested:

- | | | |
|--|-----|---|
| 6. Are you aware of the new organizational plan, called the house plan, at Kunsmiller? | yes | 1 |
| | no | 2 |

a. If "yes," please answer the remainder of the questions.

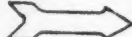
b. If "no," please skip to item No. 9.
Thank you.

over



- | | | |
|--|--|---|
| 7. To what extent has the house plan helped to improve communication between pupils and staff? | great | 1 |
| | somewhat | 2 |
| | little | 3 |
| | not at all | 4 |
| | no opinion | 5 |
| 8. In general, what is your attitude about the new house plan at Kunsmiller this year? | very positive | 1 |
| | positive | 2 |
| | neither positive
nor negative | 3 |
| | negative | 4 |
| | very negative | 5 |
| | no opinion | 6 |
| 9. To what extent has there been an improvement, this year, in accessibility of the grade level administrators? | great | 1 |
| | somewhat | 2 |
| | little | 3 |
| | not at all | 4 |
| | no opinion | 5 |
| 10. How would you describe the general reaction of your youngest Kunsmiller child to school this year? | very positive | 1 |
| | positive | 2 |
| | neither positive
nor negative | 3 |
| | negative | 4 |
| | very negative | 5 |
| | no opinion | 6 |
| 11. How would you describe the general reaction of this same child to Kunsmiller <u>last year</u> ? | very positive | 1 |
| | positive | 2 |
| | neither positive
nor negative | 3 |
| | negative | 4 |
| | very negative | 5 |
| | no opinion | 6 |
| 12. To what extent have the educational offerings at Kunsmiller been improved this year, when compared to last year? | great | 1 |
| | somewhat | 2 |
| | little | 3 |
| | not at all | 4 |
| | no opinion | 5 |
| | my child was not
at Kunsmiller
last year | 6 |
| 13. To what extent does your youngest Kunsmiller child feel safe and secure while he/she is in school this year? | great | 1 |
| | somewhat | 2 |
| | little | 3 |
| | not at all | 4 |
| | no opinion | 5 |

14. To what extent does your youngest Kunsmiller child feel that school is a friendly place?
- | | |
|------------|---|
| great | 1 |
| somewhat | 2 |
| little | 3 |
| not at all | 4 |
| no opinion | 5 |
15. Last year, pupils were on an extended-day schedule:
- Grades 7 and 8
- 8:30 a.m. to 3:30 p.m.
- Grade 9
- 7:15 a.m. to 12:15 p.m.
- What are your feelings about the changes, this year, in the school day, compared to last year?
16. In general, discipline at Kunsmiller has been good this year.
- | | |
|----------------------------|---|
| strongly agree | 1 |
| agree | 2 |
| neither agree nor disagree | 3 |
| disagree | 4 |
| strongly disagree | 5 |
| no opinion | 6 |
17. In general, discipline at Kunsmiller in 1974-1975 was good.
- | | |
|--|---|
| strongly agree | 1 |
| agree | 2 |
| neither agree nor disagree | 3 |
| disagree | 4 |
| strongly disagree | 5 |
| no opinion | 6 |
| my child was not at Kunsmiller last year | 7 |
18. If your youngest Kunsmiller child is in seventh grade, how would you rate the orientation program.
- | | |
|---|---|
| very satisfactory | 1 |
| satisfactory | 2 |
| neither satisfactory nor unsatisfactory | 3 |
| unsatisfactory | 4 |
| very unsatisfactory | 5 |
| no opinion | 6 |
19. What strengths do you see in the new house plan at Kunsmiller? _____
- _____
- _____

over 

20. What weaknesses do you see in the new house plan at Kunsmiller? _____

21 Additional comments:

DENVER PUBLIC SCHOOLS
Division of Education
Department of Development and Evaluation

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KUNSMILLER PARENT SURVEY ON THE
ADMINISTRATIVE REORGANIZATION

May 1976

At the request of personnel at Kunsmiller Junior High School, the Department of Development and Evaluation analyzed surveys of parent attitudes regarding the administrative reorganization by grade level. Questionnaires were sent to 300 parents selected by a scientific, random-selection process; 49 were returned, a 16.3 percent response.

ABSTRACT OF SELECTED ACTIVITIES

- . One-fifth (20.8%) of the responding parents were aware of the organizational plan, called the house plan: almost four-fifths (79.2%) were not aware of the plan.
- . Two-thirds (66.0%) of the responding parents described their youngest child's reaction to Kunsmiller as positive or very positive; one of eight (12.8%) described it as negative; one of six (17.0%) described it as neither positive nor negative.
- . Slightly more than one-fourth of the responding parents (28.3%) thought that the educational offerings at Kunsmiller had been improved this year, when compared to last year; slightly less than one-third (30.4%) disagreed, about two-fifths (41.3%) had no opinion or did not have a child at Kunsmiller the previous year.
- . Almost two-thirds (65.9%) thought that their youngest Kunsmiller child felt safe and secure in school; slightly over one-fourth (27.7%) responded "little or not at all."
- . Over three-fifths (62.5%) reported that their children felt that Kunsmiller was a friendly place; over three-tenths (31.3%) disagreed.
- . More than one-third (36.2%) approved or strongly approved of the current changes in the school-starting and -ending times; approximately one of twelve (8.5%) disapproved or strongly disapproved; over one-half (55.3%) had a neutral response, no opinion, or did not have a child at Kunsmiller the previous year.
- . One-third (33.3%) of the respondents thought that discipline had been good at Kunsmiller this year; one of seven respondents (14.3%) disagreed; slightly over one-half (52.4%) gave a neutral response or had no opinion.
- . Slightly more than one of seven respondents (15.3%) thought that discipline was good at Kunsmiller in 1974-1975; slightly more than one of five (21.7%) disagreed; slightly less than one of four (23.9%) were neutral; almost two of five (39.1%) had no opinion or did not have a child at Kunsmiller in 1974-1975.

- Almost seven of ten respondents (69.6%) rated the seventh grade orientation program as satisfactory or very satisfactory; approximately one of twelve (8.7%) rated it as unsatisfactory (none rated it as very unsatisfactory); slightly over one of five (21.7%) gave a neutral response or had no opinion.

DETAILED ANALYSIS

	<u>Yes</u>	<u>No</u>	<u>Total</u>
Have you taken any classes at the Kunsmiller community school? (N=48)	12.5%	87.5%	100.0%

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>	<u>Total</u>
Do you intend to make use of the community school program in the future? (N=47)	31.9%	17.0%	51.1%	100.0%

	<u>Yes</u>	<u>No</u>	<u>Total</u>
Are you aware of the new organizational plan, called the "house plan", at Kunsmiller? (N=48)	20.8%	79.2%	100.0%

	<u>Great</u>	<u>Somewhat</u>	<u>Little</u>	<u>Not at All</u>	<u>No Opinion</u>	<u>Total</u>
To what extent has the "house plan" helped to improve communication between pupils and staff? (N=9)	33.3%	33.3%	33.3%	0.0%	0.0%	99.9%

	<u>Very Positive</u>	<u>Positive</u>	<u>Neither Positive Nor Negative</u>	<u>Negative</u>	<u>Very Negative</u>	<u>No Opinion</u>	<u>Total</u>
In general, what is your attitude about the new "house plan" at Kunsmiller this year? (N=9)	22.2%	44.4%	33.3%	0.0%	0.0%	0.0%	99.9%

	<u>Great</u>	<u>Somewhat</u>	<u>Little</u>	<u>Not at All</u>	<u>No Opinion</u>	<u>Total</u>
To what extent has there been an improvement, this year, in accessibility of the grade level administrators? (N=45)	8.9%	22.2%	11.1%	0.0%	57.8%	100.0%

How would you describe the general reaction of your youngest Kunsmiller child to school this year? (N=47)

<u>Very</u> <u>Posi-</u> <u>tive</u>	<u>Posi-</u> <u>tive</u>	<u>Neither</u> <u>Positive</u> <u>Nor</u> <u>Negative</u>	<u>Nega-</u> <u>tive</u>	<u>Very</u> <u>Nega-</u> <u>tive</u>	<u>No</u> <u>Opinion</u>	<u>Total</u>
14.9%	51.1%	17.0%	12.8%	0.0%	4.2%	100.0%

How would you describe the general reaction of this same child to Kunsmiller last year? (N=38)

5.3%	26.3%	13.1%	15.8%	7.9%	31.6%	100.0%
------	-------	-------	-------	------	-------	--------

To what extent have the educational offerings at Kunsmiller been improved this year, when compared to last year? (N=46)

<u>Great</u>	<u>Some-</u> <u>what</u>	<u>Little</u>	<u>Not at</u> <u>All</u>	<u>No</u> <u>Opinion</u>	<u>Child Not</u> <u>at</u> <u>Kunsmiller</u> <u>Last Year</u>	<u>Total</u>
2.2%	26.1%	15.2%	15.2%	10.9%	30.4%	100.0%

To what extent does your youngest Kunsmiller child feel safe and secure while he/she is in school this year? (N=47)

<u>Great</u>	<u>Somewhat</u>	<u>Little</u>	<u>Not at</u> <u>All</u>	<u>No</u> <u>Opinion</u>	<u>Total</u>
10.6%	55.3%	14.9%	12.8%	6.4%	100.0%

To what extent does your youngest Kunsmiller child feel that school is a friendly place? (N=48)

14.6%	47.9%	16.7%	14.6%	6.2%	100.0%
-------	-------	-------	-------	------	--------

What are your feelings about the changes this year, in the school day, compared to last year? (N=47)

<u>Strong-</u> <u>ly</u> <u>Ap-</u> <u>prove</u>	<u>Ap-</u> <u>prove</u>	<u>Neither</u> <u>Approve</u> <u>Nor</u> <u>Dis-</u> <u>approve</u>	<u>Dis-</u> <u>approve</u>	<u>Strong-</u> <u>ly</u> <u>Dis-</u> <u>approve</u>	<u>I</u> <u>Do</u> <u>Not</u> <u>Know</u>	<u>Child</u> <u>Not at</u> <u>Kun-</u> <u>smiller</u> <u>Last</u> <u>Year</u>	<u>Total</u>
14.9%	21.3%	17.0%	2.1%	6.4%	4.3%	34.0%	100.0%

In general, discipline at Kunsmiller has been good this year. (N=42)

<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree Nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Opinion</u>	<u>Total</u>
11.9%	21.4%	35.7%	9.5%	4.8%	16.7%	100.0%

In general, discipline at Kunsmiller in 1974-1975 was good. (N=46)

<u>Strongly Agree</u>	<u>Agree</u>	<u>Neither Agree Nor Disagree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Opinion</u>	<u>Child Not at Kunsmiller Last Year</u>	<u>Total</u>
2.2%	13.1%	23.9%	15.2%	6.5%	8.7%	30.4%	100.0%

If your youngest Kunsmiller child is in seventh grade, how would you rate the orientation program? (N=23)

<u>Very Satisfactory</u>	<u>Satisfactory</u>	<u>Neither Satisfactory Nor Unsatisfactory</u>	<u>Unsatisfactory</u>	<u>Very Unsatisfactory</u>	<u>No Opinion</u>	<u>Total</u>
8.7%	60.9%	4.3%	8.7%	0.0%	17.4%	100.0%

Comments

The following constitute a majority of the comments to the various items listed. Multiple responses are indicated in parentheses.

Please list the kinds of community school classes in which you would be interested.

Exercise (5)	Foreign Language for Tourists
Sewing (5)	Psychology
Arts and Crafts (2)	Community Relations
Dance (2)	Awareness of Ethnic Groups and Strategies
Gourmet Cooking (2)	Communication with Teenagers
Social Studies (2)	Advanced First Aid
Typing (2)	Tote Painting
Speedwriting	Painting, Art
Shorthand	Tennis Lessons
Bookkeeping	Bridge, Intermediate
Mathematics	Cake Decorating
English - Basic Writing Skills	Cooking
Great Books	Knitting

Please list the kinds of community school classes in which you would be interested, (Continued)

Stretch and Knit Sewing
Mechanics

Small Appliance Repair
Upholstery

What strengths do you see in the new "house plan" at Kunsmiller?

- . Have no knowledge of the house plan (6)
- . Fear of harassment by older students has diminished. (3)
- . Classes are more accessible. (3)
- . Good supervision on each floor
- . Better organization
- . Counselors are on the same floor with their students.

What weaknesses do you see in the new house plan at Kunsmiller?

- . "It will take longer for most students to become accustomed to larger enrollments of mixed ages."
- . "Still too much running from floor to floor."
- . "Maybe too much polarizing of classes."

Additional comments:

Responses have been grouped between those that were supportive and those that were suggestive of changes, or critical in some aspect.

Supportive

- . Better discipline
- . Good communication with teachers
- . Good communication with grade-level administrators

Suggestive/Critical

- . Discipline lacks follow-through/is unfair. (3)
- . There is a lack of communication between home and school. (2)
- . Children should be grouped by ability in all classes so that achievers can move ahead. (2)
- . Children are not learning to write.
- . There is no school spirit.
- . Extra-curricular activities are below standard, especially for bused students.
- . Children feel unsafe in the building.
- . Teachers should not be afraid of black students.

Suggestive/Critical (Continued)

- . Raise the overall number of fine, dedicated teachers; strengthen top administration.
- . In the Exploratory Program in Careers, children have to take many classes they do not like, while having limited time in classes they do like.